

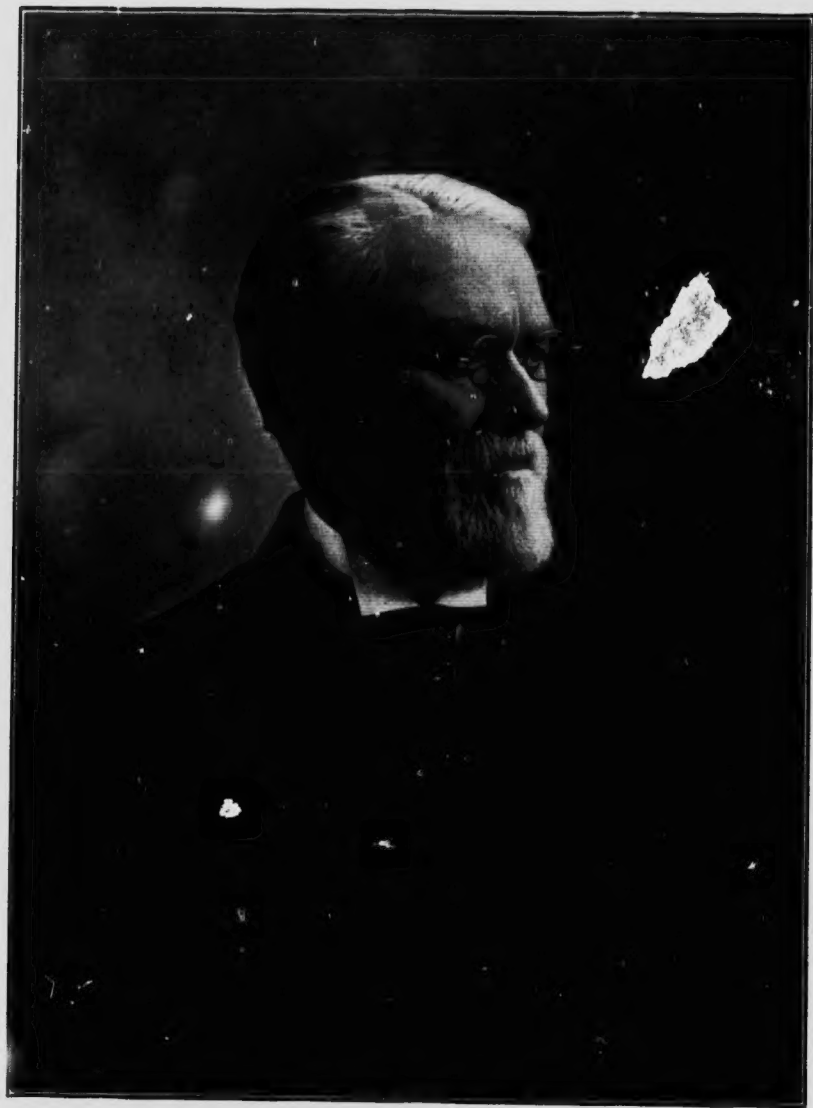
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HIS HONOUR COLONEL SIR JOHN MORISON GIBSON,
K.C.M.G., M.A., K.C., LL.D.
Lieutenant-Governor of the Province of Ontario.

SOUVENIR VOLUME

**ONTARIO EDUCATIONAL
ASSOCIATION**



JUBILEE BANQUET
CONVOCATION HALL, UNIVERSITY OF TORONTO,
APRIL 18, 1911

54624

1861

Jubilee Banquet

1911

TOAST LIST AND PROGRAMME

THE KING

GOD SAVE THE KING.

Song MR. ARTHUR BLIGHT

THE LIEUTENANT-GOVERNOR

Proposed by THE PRESIDENT, F. W. MERCHANT, M.A., D.P.A.D.

Response by HIS HONOUR SIR JOHN M. GIBSON.

Selection TORONTO GIRLS' QUARTETTE
Mimes Kimber, Lindsay, Pollock and Herst.

OUR COUNTRY

Proposed by R. A. FALCONER, LL.D., President University of Toronto.

Response by SIR JAMES P. WHITHAM, Premier of Ontario.

Song MR. ARTHUR BLIGHT

EDUCATION IN ONTARIO, 1861-1911

Proposed by ARCHDEACON CODY, LL.D.

Responses by

A. H. U. COLQUHOUN, LL.D., *Dep. Minister of Education*

R. ALEXANDER, *President 1879-80.*

S. F. LAHIER, K.C., LL.B., *President 1894.*

ROBERT W. DOAN, *Secretary 1890.*

ALFRED BAKER, M.A., *President 1895.*

SIR GEO. W. ROSS, LL.D., *President 1883.*

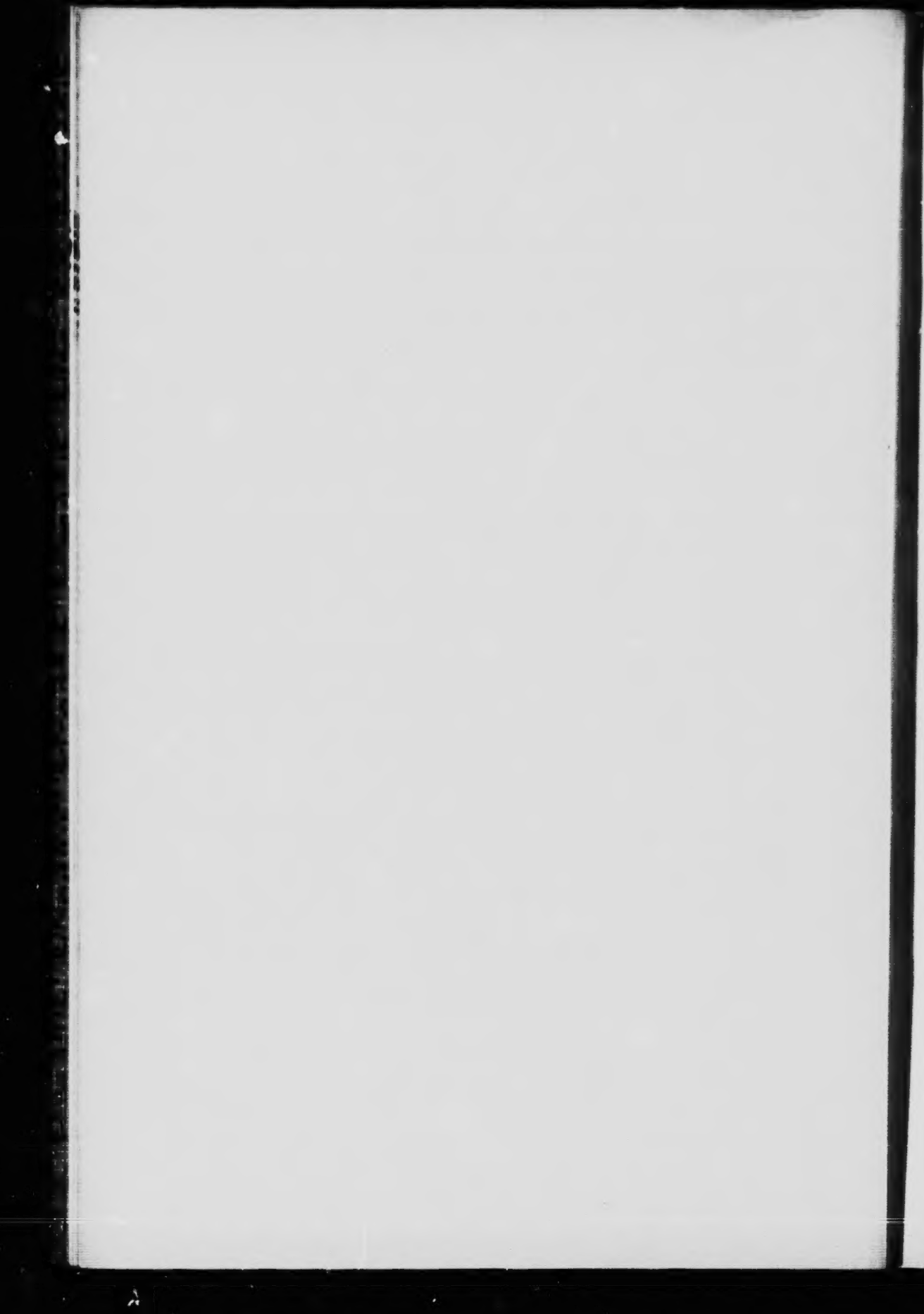
F. S. SPENCE, *Treasurer 1878-82.*

J. H. SMITH, *President 1887.*

WM. SCOTT, B.A., *President 1906.*

L. E. EMBREE, LL.D., *President 1907.*

Should auld acquaintance be forgot,
As' never brought to mind?
Should auld acquaintance be forgot,
As' dat' o' auld lang syne?
CHORUS—Fr: auld lang syne, my dear,
For auld lang syne,
We'll tak' a cup o' kindness yet
For auld lang syne.



Foreword



IN view of the fact that the year 1911 marked the fiftieth anniversary of the founding of the Ontario Educational Association, the Executive Committee for 1910-11 decided, at a meeting held May 24th, 1910, to signalize this fact by a banquet to be given on the evening of April 18, 1911. The following persons were named as a committee to have charge of all arrangements: Miss Margaret Davidson, Miss H. E. Heakes, Miss Lillian Sheffield, Professor M. A. Buchanan, Mr. Charles G. Fraser (Chairman), Mr. R. A. Gray, Mr. Thos. Kennedy, Mr. R. W. Murray, and Mr. J. W. Rogers.

The banquet was held in the large Examination Hall of the University of Toronto and was attended by about five hundred persons. This attendance was made up in the main of members of the Association, but there were present also many representative citizens outside of the teaching profession.

The Executive Committee for the present year, in compliance with a suggestion of their predecessors, undertook the preparation of a volume which should preserve in permanent form the speeches delivered at the banquet and which would be for the teachers of the Province, and for others as well, a souvenir of an interesting event in the history of the Ontario Educational Association.

The Printing Committee, upon whom was devolved the actual work of preparing this volume, desire to express their appreciation of the kindness of those friends who have lent photographs of certain of the past presidents of the Association for the purpose of illustrating the work. They wish also to record their gratitude to the Minister and the Deputy Minister of Education for the cordial sympathy which they have shown with the efforts of the committee and for the very material assistance which they have rendered.

TORONTO, March 27th, 1912.



ONTARIO EDUCATIONAL ASSOCIATION JUBILEE BANQUET, 1911



HE speaking at the Jubilee Banquet began at 8.30 p.m. During the progress of the evening several excellent vocal selections were rendered by Mr. Arthur Blight and by the Toronto Public School Girls' Quartette.

After the usual toast to "The King" had been honoured, the Secretary at the chairman's request, read a letter from Honourable Dr. Pyne, Minister of Education, expressing regret that, on account of illness in his family, he was unable to be present.

There were also read letters of regret from Dr. J. George Hodgins, Sir James Yoxall, Secretary of the National Union of Teachers of England, Mayor Geary, Sir George W. Ross, Dr. John Seath and Sir Edmund Walker.

DR. F. W. MERCHANT, the President of the Association and the Chairman of the evening, spoke as follows:

Your Honour, Sir James Whitney, Ladies and Gentlemen:

When the executive met and discussed the form that this celebration should take, it was decided to hold a banquet. This magnificent assembly as a response proves the wisdom of that decision. We are honoured in having as guests the Lieutenant-Governor and the Prime Minister of the Province. On behalf of the Educational Association I tender to them a most hearty welcome. We appreciate their attendance not only because it is an expression of their interest in education, but because we regard and we accept it as a compliment paid to the whole teaching staff of Ontario. Sir James Whitney's presence gives us an opportunity of expressing to him our appreciation of the efforts of his Government in extending all departments of education. We have reference more particularly to the support which he has given to the Universities; to the extending of the provisions for Technical Education; and those of us here who belong to that

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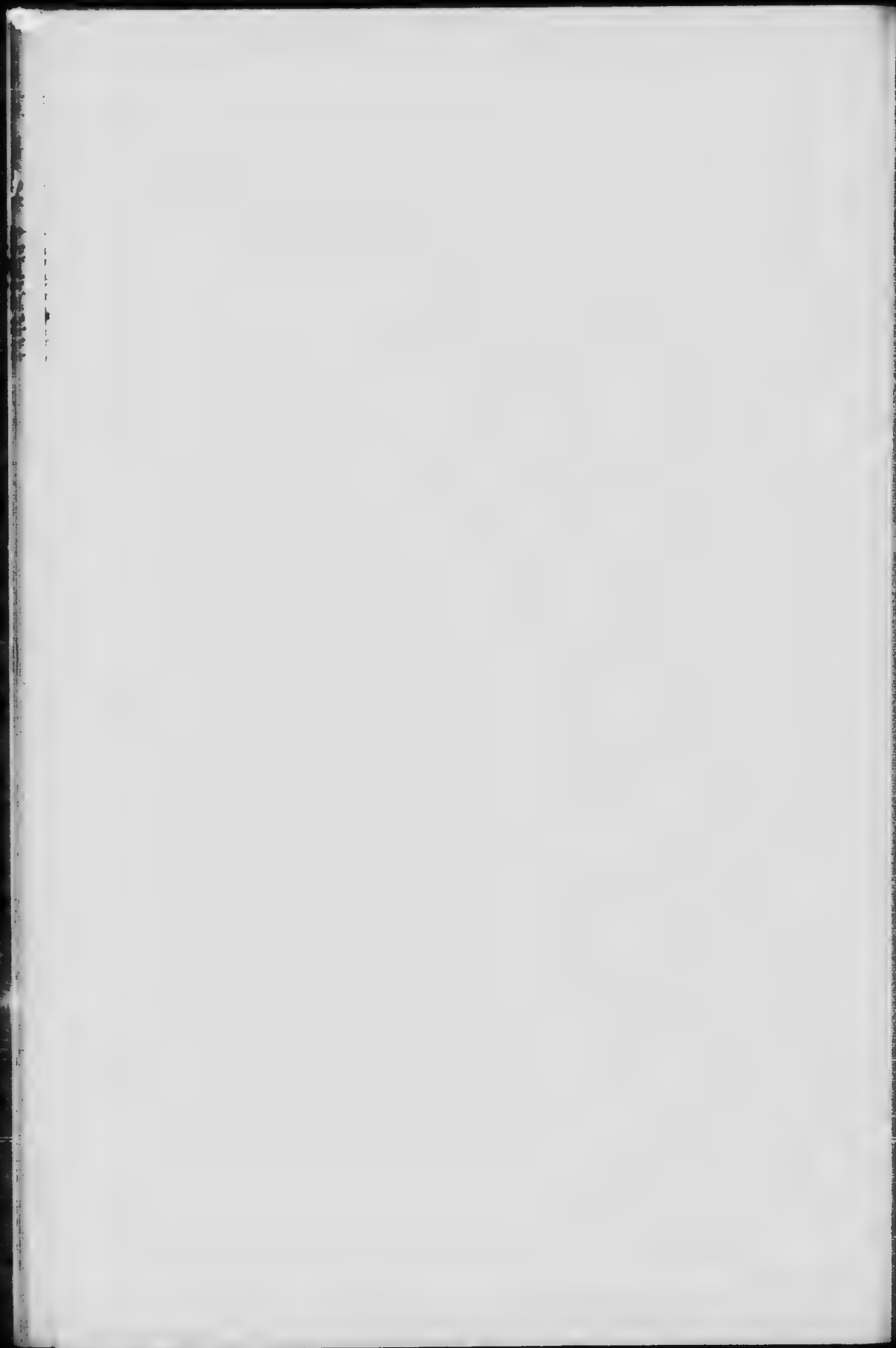
large body of public school teachers, we appreciate what has been done for the advancement and improvement of our public schools system. We regret most sincerely the circumstance which has prevented the Hon. the Minister of Education from being with us this evening, and we know that he as sincerely regrets his absence. He has always taken a very deep interest in the affairs of this Association; in fact, very much the success of this present Jubilee Meeting is dependent upon his support and his co-operation. We welcome the Deputy Minister of Education as his representative.

We welcome him on personal grounds also; by his unfailing courtesy and sympathetic interest in our requirements he has won for himself the confidence and esteem of the whole teaching profession of Ontario. We welcome our guest, Dr. Auden, from England. We trust that he will feel at home amongst us. We shall have other opportunities in connection with the addresses that he is to deliver to us to express more fully our appreciation of his services. We welcome the press, the representatives of the press, as co-workers. The four great educational agencies—the church, the home, the press and the school—are too frequently represented as distinct in purpose. Our methods and our feelings are different but essentially we are one. The different sections of this Association have become so numerous that it is quite impossible for me to extend a welcome to each section. When I joined the old High School Association when, as some of the veterans will remember, it met in the Minister's Office years ago, there was a very sharp line of separation drawn between High School and Public School interests, and a still sharper line of separation between the Universities and all institutions below them. But now, from the Presidents of Universities to the humblest workers in any department of the educational field, we are one body. I extend to all one all-embracing welcome to each and every department.

It is now my high privilege to propose the health of His Honour the Lieutenant-Governor. We shall, I am sure, respond to this toast most heartily; not only because as a loyal company of patriotic Canadians we honour the office, but also because we



THE HONOURABLE LIEUT.-COLONEL SIR JAMES PLINY WHITNEY,
KT., LL.D., D.C.L., K.C.
Premier of the Province of Ontario.





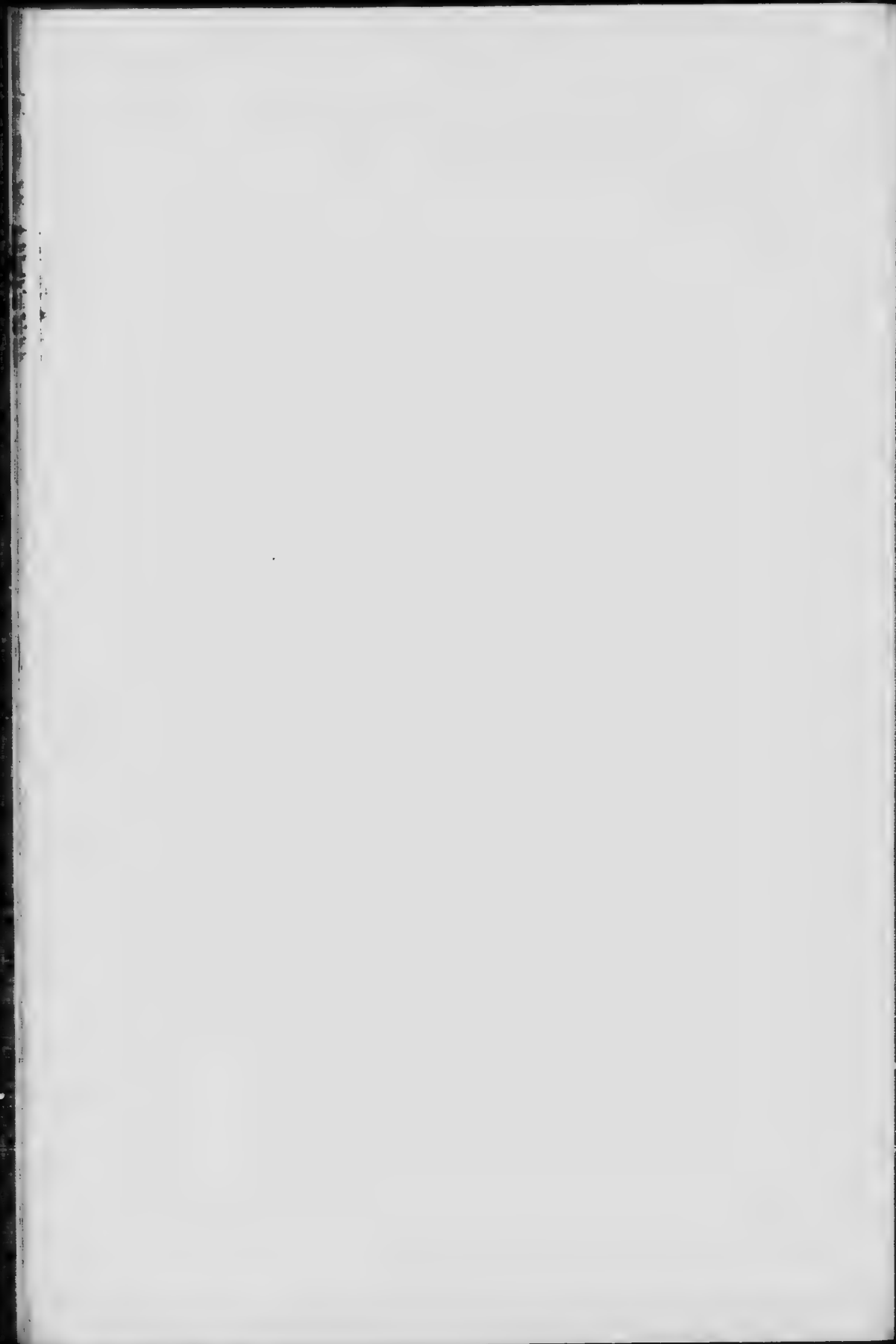
THOMAS JAFFRAY ROBERTSON, M.A. (1861)
Principal, Normal School, Toronto

WILLIAM MCCABE, M.A., LL.B. (1867)
Principal, High School, Oshawa

SIR DANIEL WILSON, KT., M.A., LL.D., F.R.S.E., F.R.S.C. (1863-64)
President, University of Toronto

REVEREND WILLIAM ORMISTON, M.A., D.D., LL.D. (1865-66)
Second Master, Normal School, Toronto

REVEREND JOHN MCCAUL, M.A., LL.D. (1862)
President, University College, Toronto



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desire to express our appreciation to him on personal grounds. In the world without he has been known as an active military man, an ever loyal and constructive statesman, but in this institution with which we assemble he shall always be honoured as a distinguished scholar and as a loyal son of his Alma Mater.

LIEUTENANT-GOVERNOR GIBSON spoke as follows:

Mr. Chairman, Ladies and Gentlemen:

I am perfectly aware that this toast is one of those preliminary items in the programme to be disposed of before you reach the real business of the evening. Let me thank you for the invitation to be present at this interesting meeting. I accepted without hesitation because I knew the occasion would be most enjoyable and instructive. It is extremely interesting to me to be present at the Fiftieth Anniversary of the Ontario Educational Association. I look back to over sixty years ago when I was a pupil in the log school-house in the wilds of Haldimand County, and I always recall those days with pleasure and satisfaction, even though the then system was pretty crude, with great room for improvement in methods both of teaching and learning. After a few years I wandered to the city of Hamilton and became a "Tassie Boy." I do not suppose there are many of his contemporaries here and probably not many who ever heard of the late Dr. Tassie. The words "Tassie Boy" have a very distinct and well understood meaning. Though he left Hamilton very soon after I became one of his pupils, it has always been somewhat pleasant to include myself in the very numerous list of prominent men in the Province who call themselves old "Tassie Boys." A very short time after he left Hamilton that city closed its Grammar School. The city was financially embarrassed and could not afford to maintain it, and we were left simply with a public school; but I went to that school and became a "Sangster Boy." You may look over lists of teachers and practical educationists in this country very patiently and exhaustively and will not find a better teacher in an all-round sense than the late Dr. Sangster. I never knew one who could rivet the attention of every member of his classes as he did. Succeeding him came the late

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Archibald McCallum—one of the founders, if not the original promoter of the organization of the old Common School Association of Teachers—in other words, a progenitor of this Ontario Educational Association. We had a Classical Master in the building to give us sufficient Latin and Greek to enable pupils to worry through matriculation examinations at the University here. The late J. M. Buchan and I were schoolmates. He came down to the University in 1858; I matriculated in 1859, the matriculation examination being held in the old roughcast institution situated where the Biological Department now stands. In those days it was necessary to climb fences and go through farm fields between Yonge Street and where we now are, because the territory from College Street to Yorkville consisted of farm lands. I have no doubt this looks like ancient history to some of you. When one takes into consideration the progress that has been made in the meantime it certainly is amazing. On graduating in 1863 I applied to the High School Board at Berlin for a position as teacher. The \$1200 a year, which was offered as salary of Headmaster of that Institution, seemed a great prize. Having gathered testimonials from the President and Professors of University College and from other sources, showing my attainments and covering as many good points in my favour as possible, I considered my candidature invincible, always assuming that the Board of Trustees having the responsibility of making a selection knew their business, my absolute inexperience in teaching seeming to me rather unimportant in view of my good standing on the College class lists. The result was that the late David Ormiston, an experienced teacher and Arts Graduate, received the appointment and I received the disappointment. Then subsequently, during my political career—although I never voiced any such ambition myself—it was said in the newspapers that I was cut out for the position of Minister of Education and that certainly I would receive that appointment. But that good and shrewd old statesman, the late Sir Oliver Mowat, knew better. He selected Sir George W. Ross for the position, avoiding risk in opening such a doubtful constituency as Hamilton then was, and at the same time winning back West Middlesex to

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his support, the Conservative member for that constituency having been unseated. All this seemed to indicate that I was not intended for an educational career.

Ladies and Gentlemen, I must not take up your time. I have great respect for those filling the position which you occupy in the community, and I regard as of the highest importance the duties and responsibilities which you day by day seek to discharge. There is no class whose responsibilities in the performance of their duties are more serious than yours. We can all look back and remember very distinctly impressions which were now and again made upon us at school by the good teacher, the teacher who considered it his or her duty to have some concern, not only with the mere educational training, but with formation of character at the same time; and that is one of the highest responsibilities connected with your position. As to that, doubtless others following me will speak both impressively and entertainingly. I simply conclude by expressing the hope that while the teaching profession in this Province has been advancing and general qualification improving, for which much is due to the liberality of the Government at the present time, there will still be in the future a striving to accomplish greater things, a sincere endeavour to discharge the important duties which devolve upon you as a class in connection with the mental training of our children, and the upbuilding of character, as far as in your power lies, turning out young men and young women who will become not only good citizens but the best quality of citizens to be found in any country.

PRESIDENT FALCONER of the University of Toronto, in proposing the toast "Our Country," spoke as follows:

Your Honour, Sir James Whitney, Ladies and Gentlemen:

This toast is a toast which should occupy, of course, a place of prominence on such an occasion as this. But before speaking to it—which I shall do in very brief terms—permit me to say that I believe we are all deeply indebted this evening to the Executive Committee which has made possible such a gathering as we have here. It has been so far one of the most pleasant

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dinners that one could have attended, and the amount of skill that has been put upon the adornment of this room whereby it has been transformed from what it was a few days ago and what it shall become again—shall I say, a chamber of horrors—during the examination period, is hidden, but must have been very great.

When one is asked to propose a toast for Canada, immediately the question arises: What is meant by Canada? Judged by frequent remarks one would suppose that Canada consists of a certain superficial area and of certain natural resources, but in such an audience as this it is unnecessary for me to combat even such an idea. Canada—the Canada at least of which we think to-night—is the Canada of men and women; the men and women who have lived here from childhood and the men and women who are coming in in such countless numbers to-day. Life in every variety and form is full of change, but at certain periods change of life is much more rapid than at other periods, and at present in Canada we are in the midst of one of those times, one of those epochs when life, shall I say, is developing—I hope is developing—(because developing always means, I think, elevation); when life is developing rapidly, far more rapidly than perhaps anywhere else in the world at present. Now, this new life that is coming to us in such abundance is bringing with it difficulties which will unquestionably test to the very utmost our qualities as Canadians and as men and women. No true Canadian can stand to-day in the midst of this vast change and survey this incoming tide, with all its variety and experience from everywhere, without realizing that a Canadian should be as serious minded a man or as serious minded a woman as to-day is to be found on the face of this earth. Because the newcomers put those who belong to this country, or who have belonged to it in the past, to a severe test. We who belong to it know that those who preceded us went through severe testing, and in that testing they wrought out certain qualities and certain virtues, which so far have stood the strain; and I think we can with confidence believe that that older life, which has spread and is spreading faster to the west, is proving its virility and is able, even amidst the new conditions that are to-day arising so rapidly,

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to mould these conditions in accordance with the old spirit that has prevailed so far, and that we believe has justified itself in the past generations. The virility of life is shown by its power of adaptability, the particular power to take the new and assimilate it, and out of that new and also out of the old to create something that is true to the old and yet that is a re-shaping in new conditions. Now, do those in the newer west maintain the supremacy of what has made our life in the east worth having and what has given it so far its prominence? That is the question for you and me. This question is not to be solved merely by the possession of material wealth; it will not be solved by bridging the rivers, by opening lines of communication from east to west, by bringing wealth from the bowels of the earth; but it will be solved by the amount of valuable old life that goes into the new life and by the quality of its reproduction and its ability to reproduce itself. For that purpose all those interested in education are linked together, because we believe it is in those mental and spiritual qualities that the strength of our past lives and that the hope of our future resides. Therefore to-night, I think this toast on Canada is eminently in place in the presence of men and women who have given their energies, all the best that is in them, for ideals that cannot be measured in ordinary coin, nor in the rough and tumble way in which so many people estimate success. There are far better things than these. We believe that the prime virtues shine aloft like stars, and those prime virtues have been taught by the educators of this country in school and in church for generations. We look to the future; we have dreams of the future; let us not, however, waste ourselves on those dreams. Leave that to others. Your duty and mine is not to build castles as in the air; to talk of what Canada is to do in welding the Empire or even the world together, but to remember it is not by that talk the thing is done, but by the continuation of the same thorough methods that have brought us where we are; by the perpetuation of the same virtues; by the same patient dealing with the individual mind and by fashioning that individual mind towards manhood; knowing that the old methods have been tested and have value; that we are not a new people but an old people, and that we as old people in a new land

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and new environment must take the best of the old, and patiently, quietly work our way forward, thus and thus only, to gain success.

Before sitting down let me say that for this purpose money, of course, is necessary. We know a vast amount is being spent to-day on the development of our natural resources. That is necessary in the condition of the country. Much of this money will be of permanent value. We must have means of communication. If we are to have an effective civilization to-day we must have railways, we must have telegraphs, we must have water communication of every kind, and yet although this will remain permanent and essential, we as teachers and those interested in the spiritual side of life, cannot but believe that the other things are in a certain sense secondary, and I think should not in a great nation ever be developed so far that the educational side of life is crippled, and that the development of education that can only come through expenditure of money is retarded because over-much emphasis is laid on necessary things but perhaps not quite so necessary as the other. It becomes us therefore to emphasize this; it is our duty to emphasize this. When I saw the other day that the Dominion Government had a surplus of \$30,000,000 I said to myself, and I think I said to others: Could there be a much better way of spending some of that \$30,000,000 for the Dominion as a whole than by having several millions of it handed over to educational purposes? I said to myself, we could easily spend a million of that \$30,000,000 in the University of Toronto, and I think the country would get a very good return from it. Possibly in days to come, in spite of the Constitution of the Dominion of Canada, we may be able to lay our hands on some of the great resources that belong to the Dominion as a whole. This is for others to speak of.

In proposing this toast I am asked to couple with it the name of Sir James Whitney, and it is certainly a name worthy to be so coupled, for what he has done for education in this Province, for us in the University and in the Schools. I have great pleasure in mentioning the name of Sir James Whitney.

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SIR JAMES WHITNEY responded to the toast, "Our Country," in the following words:

Mr. Chairman, Ladies and Gentlemen:

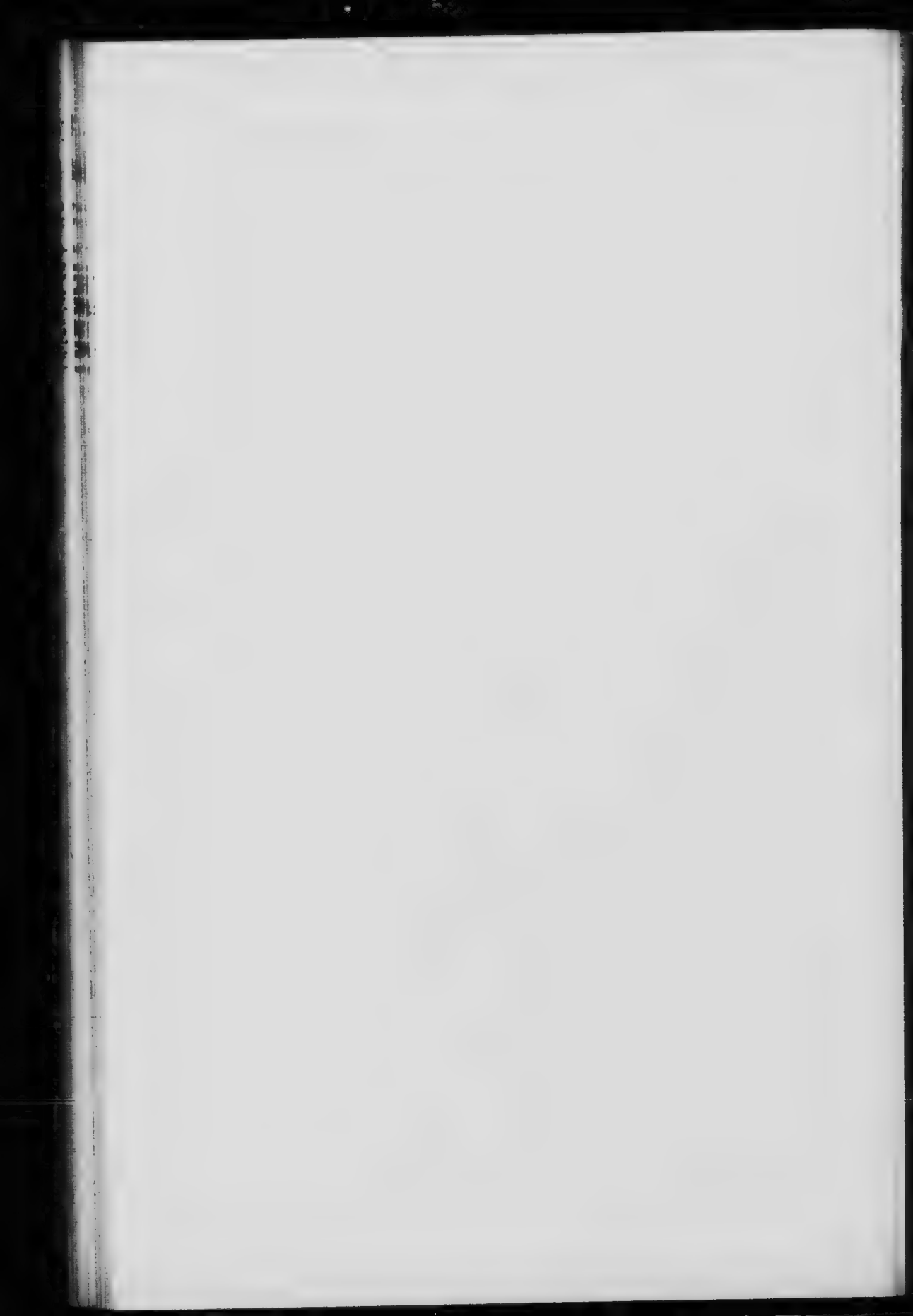
It is with very pleasant feelings indeed that I find myself getting upon my feet to address this audience, an audience such as this. I do not propose to-night to say one word in reference to the question of education or with reference to the methods and machinery of imparting education, with which you are particularly interested and in the management and exposition of which you are so well experienced. There are obvious reasons why I should not. Time will not permit me to go into that. There is a long list of other gentlemen who will speak, and who will no doubt deal with that question from various points of view. I regret exceedingly the absence of the Minister of Education. His strict sense of duty I know prevented him, much against his will and desire, from coming here to-night and enjoying the occasion with us all. Now, something very strange occurred to me after I got into this room and after I looked round about me and saw the cultured and intellectual faces which form this audience, and I wish to be understood, ladies and gentlemen, as meaning every word and inflection on every word that I have uttered just now. As one would, if he takes an ordinary amount of interest in educational matters with regard to the people of this Province, it certainly would not be strange if I did manifest some interest when I for the first time in my life looked upon a gathering of 700 or 800 people who have been engaged for years and are to-day engaged in that most honourable profession and occupation, the teaching profession. And I was impressed; I have not got over the impression yet. When I consider the vast importance to the youthful and growing intellect of the Province, that those who are to lead them into proper paths should be people of whom and on whom the highest encomiums would not be wasted, then I say that I think I am able to account to any reasonable man to-night for the language which I have just used and for the impression which came upon me. Now, another impression of a lighter character came to me as I was about to enter the building. You know, sir, the invitation for this function

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required us to come at half-past six, and my memory went back once more to the olden time with which my honourable and good friend the Governor is familiar, namely, the days when the old system of public school education was in force in this Province, and I have a distinct recollection that when people were bidden to functions of this kind—I am speaking now of the rural districts—when people were bidden to functions of this kind or of any other similar nature they were always told to come at early candle light, and so I felt as I passed within these portals I was coming here in the old way, at early candle light, in the days of the singing school, in the days of the spelling school, and all these old memories came rushing back on me, and I can assure you that this impression has not left me yet. For the added reason, perhaps, as I felt a little despondent as the evening has grown on because I felt that the great majority of the faces before me belong not to people of that generation; not to the people of the spelling school and the singing school to which I have alluded, but to the people of the present generation and of the present educational methods in this Province, and for a moment I was inclined to feel a little sad. Now then, with regard to this tremendous toast of "Our Country," I might sit down and plead justification, sir, for doing so did I simply say ditto to the language used by my distinguished friend on my left this evening, who has shown us what the proper idea is of the conditions which surround those people in any country who have a proper regard for the welfare and continuation of the welfare of that country. Now then, what is the expression, "Our Country?" What do we mean when we say "Our Country"—this Dominion of Canada of ours? Well, of course. Mr. Chairman, we mean many things. But let us go back a short time. Let us go back some forty years or perhaps a little more than forty years. What was "Our Country" then? In its infancy; almost along the roadside, so to speak; but the people of Canada, with that sturdy British pluck which has distinguished them and of which we have the right to be reasonably proud, stood up in the face of adversity, they gathered themselves together, they took advantage of opportunities, and out of the stress of suffering and the travail of circumstance they brought up into view of the entire world what



THE HONOURABLE ROBERT ALLAN PYNE, M.D., LL.D.
Minister of Education, Province of Ontario.





THE VERY REVEREND WILLIAM SNODGRASS,
D.D. (1871)
Principal, Queen's University, Kingston.

REVEREND SAMUEL S. NELLE, M.A.,
D.D., LL.D. (1868-69)
Chancellor, Victoria University, Cobourg.

REVEREND GEORGE PAXTON YOUNG,
M.A., LL.D. (1870)
Professor of Philosophy, University of
Toronto.

H. ALLEVYNE NICHOLSON, M.A., M.D.,
D.Sc., F.R.S.E. (1872)
Professor of Natural History, University
of Toronto.

GOLDWIN SMITH, M.A., LL.D. (1873-74)
Regius Professor of Modern History
in University of Oxford, England.

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this country is to-day. And to-day with immigration pouring in from all of the other countries in the world; to-day with natural resources of an unrivalled character—with the finest soil, in this continent at any rate; with the finest climate in the world I may say—with resources like our timber, minerals and fish, which are mines in themselves so to speak; with all these, and added to them the free institutions which are the heritage of our British ancestry and which we have worked out in our own way on this continent of North America, we are indeed progressing. We have the freest form of government in the world, where from day to day the people are in touch and close touch with their rulers and can sweep them aside. The moral standard of our people is as high as that of any other nation on this earth. And we have in addition to that, that which we prize and that which we love not least of all, namely, we have the protection of the mother land, of the Great British Empire. And we tax British goods, my friends, and we pay \$50,000 per annum for all these things. Verily, our lines have been cast in pleasant places. Now, sir, I cannot of course afford to take the time of the audience this evening, but I would just like to draw attention to one or two other things. There is a well-known law of nature, and being a law of nature it is a law of God, the law called the law of compensation, the terms and conditions of which say that neither man nor community anywhere shall get or receive anything without giving something in return therefor. Now then, the question is do we realize the position in which we are; are we prepared or have we been prepared in the past to give something in return for those great blessings, these privileges and these liberties which we enjoy? That is a question, sir, which it seems to me ought to force itself upon us, keep itself continually before the minds of every self-respecting British subject on the continent of North America. And I may say this, that while the horizon is clear before us—while we have no reason to fear in a physical sense in any way any danger in the future as a nation—yet we do not know what the future may have in store for us, and we should make up our minds that we will never lose sight of either the blessings which Providence has showered upon us with no stinting hand, nor the privileges and liberties which we enjoy

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and which we hope our children will enjoy in the future as the inheritance of the great privileges of British subjects all over this world. Our people are a happy and contented people; we love and are proud of the distinction of being British subjects; we love the traditions which cling around British citizenship and British institutions, and which have been so full of benefit to all those branches of the human race which have come in contact with them. Our people, I think I may say, love righteousness and hate iniquity, and I believe that in the future the people of Canada will be found pursuing that grand Imperial pathway which they have trodden in the past, and that side by side along with their other well-beloved brethren of the overseas Dominions of the Crown they will stand up fearlessly and like men face whatever problems the future may have in store for them. I regret I am not able to say more on this subject to-night, and I say this even with the risk of realizing that perhaps you do not feel the same as myself, but I thank you indeed for the opportunity of being here, and I wish you all and each one of you every prosperity, and I thank you on behalf of the people of this Province of Ontario for the magnificent work which has been yours in the past and which I feel satisfied you will be ready to repeat as the days go by.

ARCHDEACON CODY proposed the toast, "Education in Ontario," in the following words:

Mr. President, Ladies and Gentlemen :

It is perhaps not unfitting that a representative of the Church should propose the toast to Education in the Province of Ontario. Church and school stand together in seeking to emphasize the supremacy of the spiritual and mental. After fifty years of educational progress in the Province of Ontario, at a Jubilee Celebration it may be permissible to have a certain amount of blowing of trumpets. As in the ancient Jubilees of the Jewish Church there was a jubilation or blowing of trumpets, so it is not out of place to-night for those who represent the Ontario Educational Association to recall with pride and some degree of satisfaction the exploits and achievements of the past. But fifty

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years of educational progress must involve a scrutiny of the results of our system; perhaps also a fresh examination of educational ideals and some attempted improvements in educational methods. During these years the Ontario Educational Association has rendered magnificent service to the whole cause of education in the Province. Has not that Association done at least these two things: First, it has helped to focus the public opinion of the teaching profession; it has made countless suggestions to the powers that be; it has presented to them changes that ought to be made; it has been a great clearing house of educational discussion; and, in the second place, it has helped to bind together into one great and honourable profession the various branches of the teaching body in our Province. As was rightly said by the Chairman some time ago, there was a day when the teacher in the public school looked upon the University professor with fear and trembling; he seemed to be on a pedestal out of reach and touch of common folk. Now presidents of great Universities join hands with representatives of the primary teachers; and all feel that they are part of one body, animated by one spirit, and seeking to realize one great ideal. If your Association has done nothing else than create this bond of unity, this common spirit among all branches of the teaching profession, it has abundantly justified its existence.

In every democracy there must be education. Other forms of government may co-exist with ignorance, but an ignorant democracy is a danger unspeakable, full of possibilities of destruction. We must educate, educate, educate, if we, the people, share directly in the government of our country. Education alone makes possible the wise discharge of the duties of citizenship. All stable government requires an educated citizenship.

In the Province of Ontario there are four stages in our educational development. (1) There was that somewhat nebulous stage of the United Empire Loyalists. They came into our Province carrying with them their inherited zeal for education and their burning loyalty to British institutions. In that period Governor Simcoe showed himself to be a far-seeing statesman in the matter of educational possibilities. I came upon a letter he wrote as far back as 1795, to the then Anglican Bishop of Quebec,

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urging the establishment of a University. I quote from his letter: "The people of this Province enjoy the form as well as privileges of the British Constitution. They have the means of government themselves, and having nothing to ask must continue to form a part of the British Empire. Liberal education seems to me to be indispensably necessary and the completion of it by the establishment of a University in the capital of the country would be most useful to inculcate just principles, just habits, just manners among the rising generation." The inculcation of "just principles, habits and manners" among the rising generation seemed to Governor Simcoe to be the aim of a University. Long ago in that incipient stage of education in Upper Canada a noble ideal of a University was thus held before the people. (2) The next stage was marked by the somewhat spasmodic series of efforts to bring into existence a system of education. These continued until the Union of the Provinces of Upper and Lower Canada. (3) Then followed the great day and regime of Egerton Ryerson. It is to him that we owe our public school system, a system upheld by the State; a system as wide as the whole State; a system that in ideal knows no differences of creed; a system that is valuable to all members of the community. (4) Then came the last stage in our development, when education came under the control of the Government of the day. So far as purpose and intention are concerned nothing could be better than the educational ideals at the present time. We have then a State system that embraces public schools, secondary schools and the University. These are all so linked together that a child may enter the lowest grade of school and proceed in unbroken continuity up to the University. We have further a co-operation between the State and the local authorities. The support of our schools for the most part is given by a combination of efforts on the part of the central authority and the municipalities. We have a system of teacher training; we have begun to develop technical education and agricultural education. Side by side with this State system of education we have seen in recent years the establishment and growth of numerous private or preparatory schools, and we note with satisfaction the prosperity of those Universities that are independent of the State. The founding and continued

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growth of such institutions is an indication that they are meeting a need in the life of our people. They together with the State system constitute the general educational machinery of this Province.

I propose the toast to "Education in Ontario." It is in a healthy condition. "The system" is good; but I hope that those who administer and those who live under it will always be greater and better than the system.

The reply to the toast, "Education in Ontario," was made by DR. COLQUHOUN, as follows :

Your Honour, Mr. President, Ladies and Gentlemen :

I am glad to be present on this memorable occasion, and at the outset wish to endorse the remarks of President Falconer, and congratulate you, Dr. Merchant, and you of the Committee for the remarkable success which has attended this Jubilee Celebration. This is a scene which will not soon fade from our memories, and no honour could be more highly appreciated than that of being invited to speak at a meeting of this kind. Owing to the enforced absence of the Minister of Education from a cause which we all sincerely deplore, illness in his family, the duty of acknowledging this toast and of conveying to you the greeting of the Department of Education devolves upon his deputy. Dr. Pyne desires me to assure you of his sincere good wishes for the success of your Jubilee meeting and to acknowledge the debt which the Department owes to you in educational matters. I shall not burden you with anything like a lengthy speech, because, as I look about this large gathering, I see many who have a far greater claim to your attention than myself. You have present with you the two men who occupy the foremost official positions in this Province. You have His Honour the Lieutenant-Governor, whose sincere interest in education has been long known, and who discharges the duties of his high position with the same energy and usefulness as marked the careers of his distinguished predecessors. You have also had the pleasure of entertaining the Prime Minister, and I feel sure that if the Prime Minister were to see more of the work of the Association he would devote a larger

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portion of his speeches to the cause of education than he does. I can bear testimony in the humble official position which I occupy to his constant care for the interest of the teaching profession, and I trust that you may on another occasion include amongst your guests the Prime Minister of the day. One or two references have been made which seem peculiarly appropriate to the historical nature of this celebration. One is the mention of the name by Mr. Doan of Dr. J. George Hodgins, the colleague and associate of the great Egerton Ryerson, and who now in his old age is able to boast of a continued connection with the Department of Education of sixty or seventy years. It is the more suitable that his name should be remembered now because he is gathering together for all of us a valuable collection of material connected with the history of education in this Province. We wish him a long life. You have present Dr. George Auden, of Birmingham, invited by the Government of Ontario to address the Association, and we have also the pleasure of meeting Dr. Hill of the University of Missouri. Their presence suggests that not only are you commemorating the education of the past, but you have invited to your gathering, as special guests, two gentlemen who are associated with educational movements of the future. Dr. Hill is a specialist in the department of vocational training and Dr. Auden has specialized in the work of medical inspection of schools. President Falconer has alluded to the question of technical education, and the teaching profession will certainly give some attention to the influences which that development may have upon the educational system of the Province, because no persons are more competent than the teachers to know how this instruction can be adapted to the needs of the various localities of the Province. President Falconer spoke of the cost that may be entailed. It is certainly creditable to the Government of Ontario and to the Government of the Dominion, and especially to the Hon. Mackenzie King, who is himself a distinguished graduate of this University, that they should have manifested such distinct display of interest in this branch of education. The appointing of a Commission on Technical Education is a wise departure. It seems right and fitting that the Dominion Parliament should devote some of its large revenue

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to the purpose of education; a perfectly proper course, seeing that in our Constitution we differ from the Australian Constitution, and the Province have not retained any direct and expanding share of the national revenues. In view, therefore, of the probable burden of providing technical training it is wise to devote national money to this national purpose. The Province of Ontario would be well able to spend such a grant to advantage, and in view of possible objections I took the precaution of asking Sir James Whitney if his Government saw any objections, on the score of interference in Provincial concerns, to the course which would be pursued if the Dominion Government offered a portion of its ample revenue for technical education, and he assured me that he could see no difficulty at all. If time had permitted, I would have liked to point out to you some unsatisfactory features in our educational position. Without troubling you with statistics, do you realize that our showing in respect of school attendance is not at all encouraging? It seems to me that your Association might consider well whether some better methods of properly enforcing the compulsory school law of the Province should not be devised. There is also the exceptional condition surrounding education in New Ontario which presents a special problem for your consideration. We have that great domain to the north into which settlers are rapidly coming where the pioneer industries of the country must for many years be carried on; where laws and regulations which suit the conditions in older Ontario are not so adaptable there, and I ask you to consider the cases of those teachers in the far north who labour under the greatest difficulties in carrying on the work of instruction. There is another subject, the question of superannuation, but I will have an opportunity of saying a word or two to the Association to-morrow upon that and I must not now detain you. I congratulate you on having fifty years of wonderful achievement to look back upon. No profession in this country has guarded more carefully the public ideals than has yours. You are entitled to the very first consideration of all who have to do with the Government of the State, and no Department of Education is worth its salt which does not make the interest of the teachers its chief consideration, because the educational problem in the

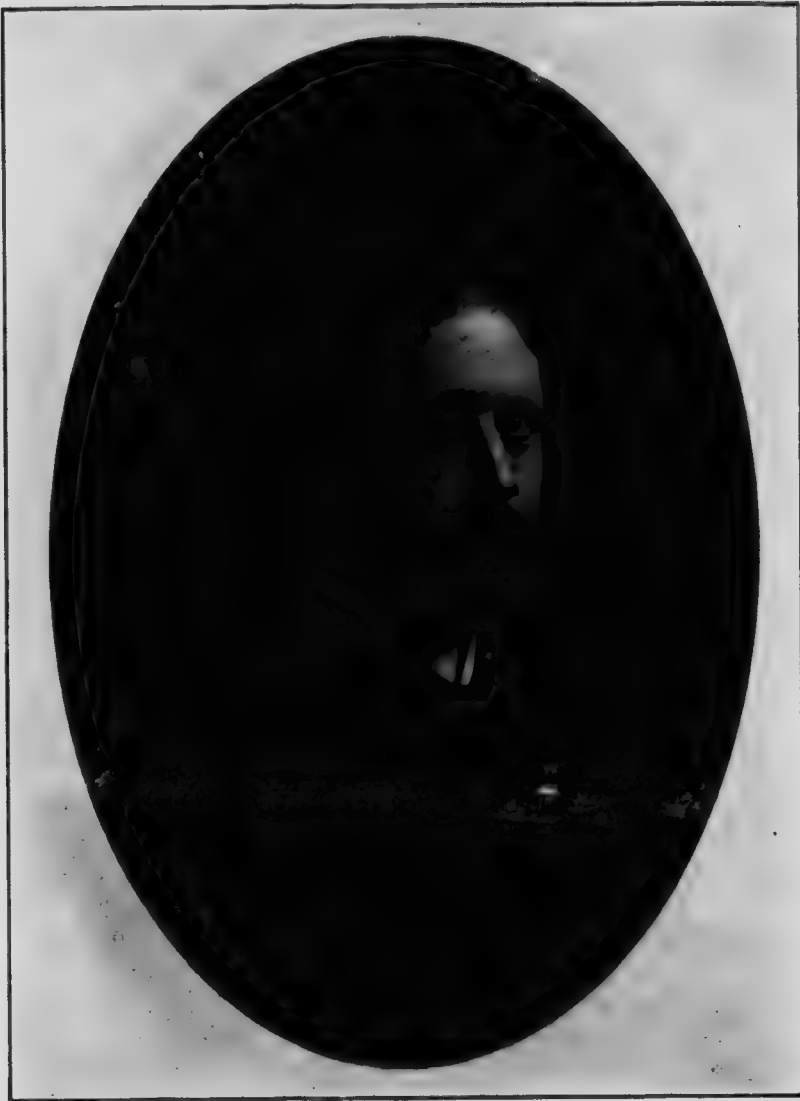
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main is the problem of a well-trained, permanent and prosperous teaching body. I trust in this Jubilee meeting you will do much to promote the purposes which this Association exists to fulfil.

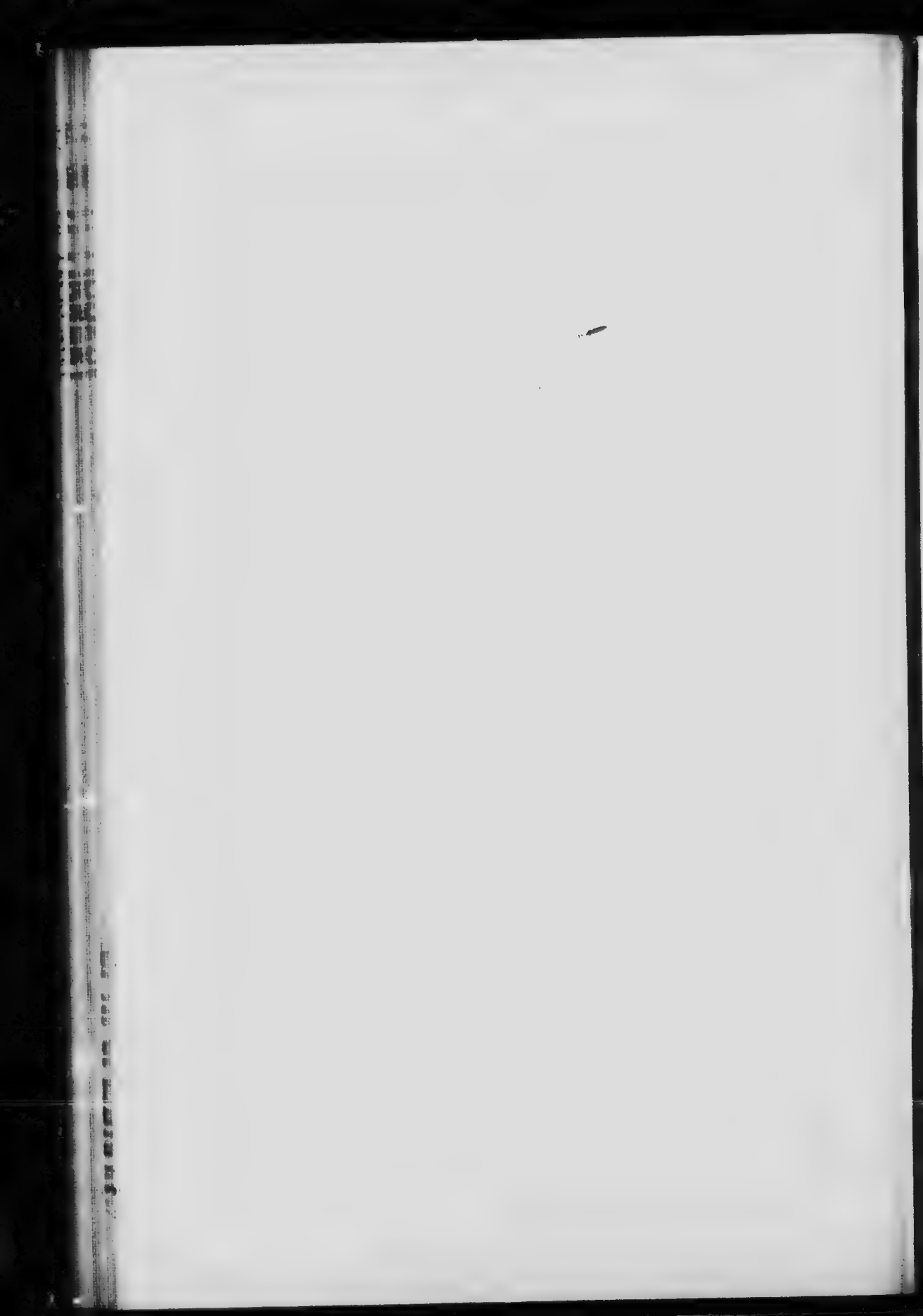
The Chairman then explained that one of the purposes that the Executive Committee had in view in arranging for the banquet was that of bringing about a re-union of the old members. There were, he said, two members who had been continually with the Association since its organization. He would call first upon Mr. Robert Alexander and second upon Mr. R. W. Doan.

MR. ALEXANDER said:

It comes to my mind, what a contrast there is between this meeting and the meeting held fifty years ago to form this Association. When I look at this great gathering, and see the enthusiasm that has been evoked by the speakers, I feel gratified with the success of the Association. There are not many, only a very few, of us left who were at the first meeting and helped to form this Association, and I have been asked to give reminiscences of that meeting. In 1860—while teaching in Newmarket—I attended the annual meeting, held in Buffalo, of the National Teacher's Association of the United States. I was very much pleased with what I saw there, and on my return brought before the Teachers' Association of North York the need of such an organization in Ontario. I shall not give you an account of the discussion on the question, but will only say that after some considerable discussion it was agreed to move in the matter. A committee was appointed, the chairman of which was Mr. Wm. Henry Irwin and the secretary R. Alexander. A circular was drafted calling a meeting to be held, in the Court House in Toronto, on January 25th, 1861, to which delegates were requested to be sent to consider the question of a Provincial Association. How to get the circular into the hands of the teachers of the Province was a problem which was solved by the aid of Mr. Doan, who was a North York boy and at that time attending the Normal School. He waited on the Editor of the "Journal of Education," which was issued by the Department of Education and sent free to every School Board of Trustees in the Province, and got the



ARTHUR H. U. COLQUHOUN, B.A., LL.D.
Deputy-Minister of Education, Province of Ontario.





ARCHIBALD MACMURCHY, M.A., LL.D.
(1881-82)
Principal, Jarvis Collegiate Institute,
Toronto.

ROBERT ALEXANDER (1879-80)
Principal, Model School, Galt.

JAMES A. McLELLAN, M.A., LL.D.
(1877-78-84)
Principal, Normal College, Hamilton.

REVEREND ROBERTSON RYMERSON, D.D.,
LL.D. (1875)
Chief Superintendent of Education
Province of Ontario.

REVEREND WILLIAM CAVEN, D.D., LL.D.
(1876)
Principal, Knox College, Toronto.

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promise that the committee's circular would be printed as a supplement of the "Journal of Education." This was done and by this means the teachers were reached. In response to the call of the committee about 120 persons assembled to deliberate on the matter.

The meeting was organized by lecting the Rev. Dr. Jennings, of Toronto, chairman. That was the way this Association was begun in 1861. The original name of the Association was "The Teachers' Association of Canada West." After a few years, in 1865, its name was changed to "The Teachers' Association of Canada." The name has been changed a number of times, and in 1892 it got its present title, "The Ontario Educational Association."

Some persons have the impression, because years ago there was a High School Teachers' Association, that at one time the membership of "The Teachers' Association of Canada West" consisted of public school teachers only. Not so; from the first there were high school teachers among the members of this Association.

In responding to the toast "Education in Ontario," proposed by Archdeacon Cody, the name of the Rev. Dr. Ryerson—the founder of our school system—comes, intuitively, into one's mind when "Education in Ontario" is the topic. Dr. Ryerson, in his admirable report in 1846, outlined a scheme of "Public Elementary Instruction for Upper Canada," which formed the basis for the School Bill that later became law. In this report he said: "By education I mean not the mere acquisition of certain arts, or of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments of life, as Christians, as persons of business, and also as members of the civil community in which they live." * * * * "The branches of knowledge, which it is essential that all should understand, should be provided *for all* and taught to all; should be brought within the reach of the most needy and forced upon the attention of the most careless. The knowledge for the scientific pursuit of mechanics, agriculture and commerce, must needs be provided to an extent corresponding

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with the demand and the exigencies of the country; while to a more limited extent are needed facilities for acquiring the higher education of the learned professions."

Such in part is Dr. Ryerson's conception of the term education. The desired and expected result of such an education was to produce thinking and reasonable citizens.

Let me now look briefly at the system in operation. I, as pupil and as teacher, have been acquainted with it from its adoption almost. About 1849 I became a pupil, and in 1855 a teacher.

I shall, first, speak of the school buildings; in these there has been marked improvement. The school-houses of to-day with their improved plans of heating, ventilation and lighting are decidedly better than those of fifty years ago; so also in the attention given to their sanitary condition. The seating, the abundance of blackboard space, the maps and other apparatus, the attention now given to playgrounds, are greatly in advance of former days.

What about Inspectors and Teachers? Fifty years ago there were few, if any, who gave their whole time to the inspection of schools—in 1871 the School Law gave us County Inspectors for the Public Schools, and the change from Township Inspectors to County Inspectors was a great step in advance. The law which requires that a teacher must have received a professional training in addition to his academic standing before obtaining a teacher's certificate is a notable advance in public opinion, as is shown by the following quotation from an address given by J. H. Smith, Esq., Inspector of Public Schools, Wentworth: "Many thought that our country was not far enough advanced to indulge in such luxuries as a special training school for teachers. They believed and doubtless were sincere in their belief. 'That however well adapted such institutions might be to the wants of the old and densely populated countries of Europe, they are absolutely unsuited for a country like Upper Canada,' and so far as providing properly trained teachers is concerned the people must resort as heretofore, 'to securing the services of those whose physical disabilities from age render this mode of obtaining a

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livelihood, the only one suited to their decaying energies, or by employing such of the newly arrived immigrants as are qualified for common school teachers, year by year as they come amongst us.' Such were the exact words of the representatives of the people in one of the most progressive districts of this Province." Compare the above opinion with the opinion held to-day, by many, as to the qualification of the teacher. In addition to the legal qualification, the teacher of the present day is expected to be possessed of very many accomplishments and to be able successfully to eradicate all the defects of heredity and of social environment.

The teaching, long ago, of grammar, literature, and history was far behind what it is to-day. Speaking in general terms—and my experience has been in urban schools—the teachers of to-day present the subjects they teach in a more methodical and logical manner than the teachers of bygone times did. But I think—especially in urban schools—that the pupils have not enough time allowed them to think on and to assimilate what is presented to them by the teacher. This lack of time to think and ponder hinders the formation of mental habits that are of the greatest importance in the formation of character. There is, I fear, too much reliance on and cultivation of memory, and too little opportunity given to cultivate judgment and self-reliance. Are our uniform examinations, so much in vogue, responsible for such teaching? I think they are, in a large measure.

The teachers of our schools are a power and force, second to none in the Province, in forming and maintaining high and worthy standards of moral character. In the matter of moral training the Province is the debtor of the teachers; the teachers, in the past, have been faithful in the discharge of their duties, and we may trust them that the future will find them true to their obligations and duties in serving and aiding the community to a higher plane of life and to further progress and prosperity. In short: The educational system of Ontario has been proved to be a boon and it has been an important factor in the progress, prosperity and enlightenment of our fair Province.

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PRINCIPAL ROBERT W. DOAN said:

Mr. President, Ladies and Gentlemen :

First of all, let me say that I do not think as much notice has been taken of the great assistance that the Ontario Educational Department has been to us, in so far as this banquet is concerned, as should have been taken. You may depend that we could not possibly have had this inspiring audience and this magnificent demonstration without the heartiest sympathy and co-operation of the Education Department in Toronto.

I know of only one reason why I should be asked to speak to this splendid audience, and that is because I have been your humble servant for so many years. I was informed in a very nice, pleasant way by our president before I began to speak that his appreciation of me would depend upon the brevity of my address. And as I like to stand high in the estimation of my fellow men and women, I shall certainly make my remarks very brief to-night. I may go over some of the ground passed over by my friend Mr. Alexander. Over fifty years ago there was a vigorous Teachers' Association in North York, and among its members was Mr. Alexander, the gentleman who preceded me, and Mr. George Rose, Mr. W. H. Irwin, Mr. C. Macpherson, Mr. Francis Starr, Mr. Andrew Allison, and Mr. C. H. Lusk. Mr. Alexander was appointed as delegate to go to the New York State Teachers' Association by the teachers of North York, and after his return his report was so inspiring that a committee was appointed to agitate the question of a Provincial Teachers' Association. Mr. Alexander was chairman of that committee and Mr. W. H. Irwin was secretary. As I was in Toronto attending school, I had to be a sort of messenger boy, and was requested by Mr. Alexander to confer with Dr. Ryerson, Chief Superintendent of Education, in reference to having the appeal to the teachers of the Province inserted in the Journal of Education. Permission was granted, and "copy" was sent, and here is the identical copy in the handwriting of Mr. Alexander, signed by the chairman and secretary of the Association. Mr. Alexander wished Mr. T. J. Robertson, Head Master of the Normal School, to revise the appeal. He did so, and after a few alterations, the appeal was issued and the

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meeting was held in one of the small rooms in the Court House. The meeting was fairly attended, there being a large number of Normal students present in addition to the regular teachers of the county. As one of the newspaper items of the day said: "The few ladies who were there occupied the box usually occupied by the gentlemen of the jury." Now, Mr. Robertson had made, as I said, a few changes; not very many. Rev. Dr. Jennings was chairman of the meeting and the first president was Mr. T. J. Robertson. The object of the Association was to promote the adoption of most approved methods of teaching; to enlarge the views of teachers; to secure improved text books, and to interchange ideas among the teachers throughout the county. We found the city teachers not so sympathetic as we hoped, but afterwards most of them became very warm supporters of the Association, especially the late Mr. Samuel McAllister, the late Mr. Richard Lewis, Mr. Archibald MacMurchy, Mr. William Anderson—the latter two of whom are still with us. They were very active members of the Association. I had occasion to call upon the City Superintendent with reference to our meeting place and he, while thinking that the proposal was a very good one, thought that the city teachers should have taken the initiative in the movement. In explanation of this I might say that many of the teachers of the city schools, especially the principals, were all County Board teachers, while the teachers who were leaders in establishing the Association were graduates of the Normal School. The character of the Association has greatly changed. Kindred Associations have joined the original institution, so that now the Association has no less than seventeen departments. The union of these has added strength to the institution and greatly extended its influence. Among the many plans proposed in the early days were, that greater facilities should be allowed for visiting schools on the part of the teachers; that provision should be made for a Central Board of Examiners, having power to grant certificates of equal value and duration to the certificates granted to those who attended the Normal School: and that the system of superintendence by local men be superseded by the appointment of County Superintendents. Among the first Associations to propose that, was the York Association. As the years rolled

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on many other improvements were suggested, and in most instances the proposed changes were made by the Legislature after having been approved by the educational authorities. I would suggest that the Memorial Volume, which I understand is to be issued this year, should contain an extended history of the Association, and I know of no one better fitted to prepare such a history than Mr. Alexander, assisted by a committee of the older members of the Association; for example, Mr. Smith on my right, and Mr. MacMurchy, of Toronto; these and others no doubt would help the committee. I have three copies of the minutes of 1865. Here is a copy of the minutes of 1865, the first published, consisting of about fourteen pages, a copy of minutes in the year 1880, when I was appointed secretary, and lastly one from a later edition of the proceedings of the Association, which give some little idea of the manner in which it has grown. And now, in closing, I think we will all join in wishing that the Ontario Educational Association will continue to grow with the growth of the Province of Ontario, and certainly that there will be no diminution or decay in either one of them, and that those who are spared to attend the centennial celebration of this institution will be able to testify to as great progress in educational matters during the next fifty years as we testify to the progress made during the last fifty years. And also permit me to express to you the great pleasure it has been to me to have been of some help to you in carrying on the work of the Association, and to have become more or less intimately associated with the men and women who have been so faithful and efficient in carrying on the greatest work which can be entrusted to mortal man. May every one of us here who is engaged in teaching in any of its various forms be thoroughly imbued with the idea of Peter Bayne: "In the bare fact that I become a greater and better man, larger in faculty and knowledge, more fitted to comprehend the universe and to glorify God, lies the noblest incitement and the proudest reward of study."

The addresses which follow were delivered by various gentlemen who had held official positions in the Association during the course of its history. Each speaker was introduced by the chairman with appropriate remarks.

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Mr. J. H. SMITH spoke as follows:

Mr. President, Ladies and Gentlemen:

I certainly would be remiss in my duty did I not tender you personally my thanks for your courteous introduction to this audience, and through you to the Committee of Management for the privilege of responding to the toast of "Education in Ontario." I feel it an honour to have this opportunity of taking a humble part in this "Jubilee Celebration," and I may say with you and the guests of this evening, that I have enjoyed the pleasures of this banqueting table. When I look around and see the artistic taste displayed in the decoration of this hall, and when I see as I do, this large and enthusiastic audience, representing as it does the various educational institutions of this Province, I rejoice with all my heart in our educational prosperity.

That we have made progress is so self-evident that it will hardly be necessary to refer to it except in general terms, but a contrast of fifty years may well awaken a deepened interest in our advancement educationally, for it is only by comparison and contrast that we are able to fix a definite standard. If, then, we take fifty years ago as the standard, and I know of none better, we may be able to form a fairly accurate judgment as to the advance that has been made and of the line of direction along which it has been following.

Before sketching the history of this Association, I shall direct your attention to the general condition of the schools as shown in the annual report of the Chief Superintendent of Education for the year 1861, the year in which this Association was organized. In order to obtain this information, I consulted the official records of the Education Department and obtained the following facts:

Dr. Ryerson was Chief Superintendent of Education, having been appointed to that position in 1844, with J. George Hodgins as his Deputy. In addition to these officers there was a Council of Public Instruction whose duties were defined by statute.

After a careful study of the condition of education in this Province, and a thorough investigation of the most advanced

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systems in Europe and America, Dr. Ryerson prepared the School Act of 1850, which is practically the basis of our present system. By this Act provision was made for the appointment, by the County Councils, of Township Superintendents and County Boards of Examiners. These Boards were composed of the Local Superintendents having jurisdiction in the county and were authorized by statute to examine and license teachers. Examinations were held quarterly or half-yearly, at the pleasure of the Board, and certificates of the First, Second, or Third Class were issued to the successful candidates. These were valid in the county in which they were granted, and for a period fixed by the Board. Practically each Board fixed its own standard, and when a teacher removed from one county to another, he had to pass an examination under a new Board. The low standard of qualification, the inadequacy of the inspection, and the irritation on the part of the teachers owing to the frequency of the examinations, greatly retarded the progress of the schools.

In 1847 the Normal School was opened, and in the course of a few years teachers with better qualifications were employed in the leading urban and rural schools. The standard for the Normal School was higher than any of the County Boards, and the certificates of these teachers were valid in all the municipalities of the Province. This naturally led to rivalry and jealousy between the two classes of teachers.

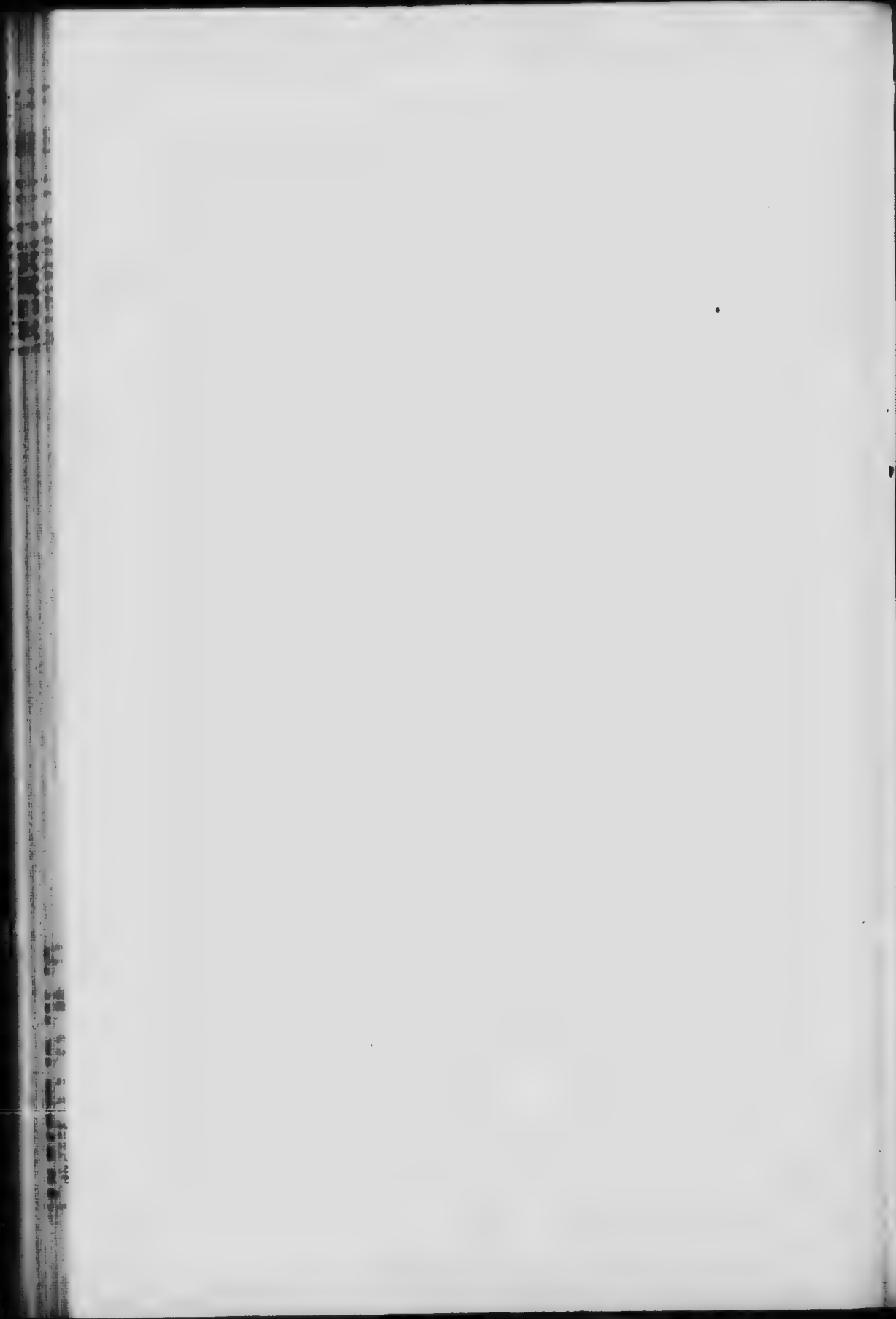
If we turn to the report of the Chief Superintendent of Education for 1861 we find that there were 4019 Common Schools in the Province. In these schools 3031 male teachers were employed and 1205 females, with an average enrolment of 76 pupils and an average attendance of 29 to each teacher. The average salary of male teachers, both urban and rural, was \$429.00 per annum; of female, \$215.00. Ten per cent. of the teachers employed were trained in the Normal School, while ninety per cent. held either County Board or Interim Certificates. The number of Local Superintendents was 321; while the total expenditure for all Common School purposes amounted to \$1,197,147.00. In addition to these there were 109 Roman Catholic Separate Schools, with 147 teachers and an average



JOHN GEORGE HODGINS, I.S.O., M.A., LL.D., F.R.G.S.

Assistant to Dr. Ryerson in 1844.

Ex-Deputy-Minister of Education, Historiographer to the Department of Education of Ontario.





JOSEPH H. SMITH (1887)
Inspector of Public Schools, Wentworth.

**SIR GEORGE WILLIAM ROSS, Kt., LL.D.,
F.R.S.C. (1883)**
Minister of Education, Province of Ontario.

ROBERT MCQUEEN (1888)
Principal, Public School, Kirkwall.

HUGH INNES STRANG, M.A., LL.D. (1886)
Principal, Collegiate Institute, Goderich.

SAMUEL MCALLISTER (1885)
Principal, Ryerson School, Toronto.

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enrolment of 92 pupils for each teacher. The total expenditure for these schools was \$30,939.00. The number of Grammar Schools at that time was 86, with 123 teachers and an enrolment of 4,766 pupils, mostly from the urban districts. The total expenditure was \$81,108.00.

This Association owes its origin to the foresight of some of the teachers in the County of York, who at a convention held in Newmarket in October, 1860, appointed a committee to agitate the question of forming a Provincial Association. This committee issued a circular from which the following extract is taken:

"Fellow-teachers, with you it remains to say whether we shall make use of this principle of association for the advancement of the cause of education in our land, and for the improvement of our profession. Let us not be slow to move—the work is voluntary—let us show to our fellow-citizens that the work committed to us has not fallen into unworthy hands. Let us show that we are engaged earnestly in our work and willing to benefit by all the aids within our reach. Teachers of Canada, let us show that we appreciate the advantages which as a class we enjoy, and now when we are called upon to advance our country's good that we shall not prove remiss.

"All teachers and local superintendents are respectfully solicited to exert themselves in endeavouring to assemble the teachers of their respective cities, towns, townships or counties to appoint delegates to attend the preliminary meeting to be held in the Court House, Toronto, on the 25th day of January, 1861, at 11 o'clock a.m., and in the event of failing to induce teachers to appoint delegates, we hope they will attend themselves. All teachers, whether delegates or not, are most cordially invited to attend the above meeting.

"The press of Canada will confer a favour on the County of York Teachers' Association and the profession generally, by noting the objects, place and time of the preliminary meeting mentioned above."

The preliminary meeting was held in the County Court Room, Adelaide Street, Toronto, and representatives from 17 different counties, besides those from the city schools and a

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number of students from the Normal School, were present. Dr. Jennings, Chairman of the Council of Public Instruction, presided, and Robert Alexander of Newmarket acted as secretary. It was then proposed by Mr. Nixon of Newmarket, seconded by Mr. Irwin of Holland Landing, "That it is expedient that the teachers present form themselves into an association, to be styled 'The Teachers' Association of Canada West.'" After some explanations this resolution was adopted. A committee was then appointed to draft a constitution and by-laws. At the afternoon session, this committee presented their report, which was discussed clause by clause and provisionally adopted. The following officers were elected: Thomas Jaffrey Robertson, M.A., Principal of the Normal School, President; Archibald Macallum, Hamilton, 1st Vice-President; James A. McLellan, St. Marys, 2nd Vice-President; Alexander Campbell, Provincial Model School, 3rd Vice-President; William Anderson, Toronto, 4th Vice-President; Thomas Nixon, Newmarket, 5th Vice-President; Angus Hay, Cornwall, 6th Vice-President; J. W. Acres, Paris, Secretary; Robert Alexander, Newmarket, Treasurer. These officers with fifteen councillors formed the Executive Committee.

The first regular meeting after organization was held in the Mechanics' Hall, Toronto, during the first week in August, 1861. About eighty teachers from various parts of the Province were enrolled as members. The principal business transacted was the revision and adoption of the constitution and by-laws, which occupied the greater part of two days.

The preamble to the constitution, as then adopted, sets forth the objects of this Association as follows:

- (1) To secure the general adoption of the most approved methods of instruction.
- (2) To secure the improvement of text books, or the adoption of others more suitable to the wants of the country.
- (3) To enlarge the views of teachers and stimulate their exertions for the advancement and diffusion of knowledge.
- (4) To encourage the frequent interchange of ideas and kindly intercourse among members of the profession throughout the country.

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The second meeting of this Association was held in the city of Hamilton, on the 5th and 6th days of August, 1862, with an attendance of some 70 or 80 teachers. The subjects discussed at this meeting were of vital importance to the teaching profession in this Province. It seems that certain Boards of Trustees were assuming the power of subjecting legally qualified teachers, especially those who had been trained at the Normal School, to a competitive examination before engaging them. This was looked upon as degrading to the profession, and a resolution was passed condemning it in somewhat severe terms. Three dissentients voted against this resolution.

The next subject was that of a uniform standard of examination for all teachers, and the appointment of a Central Board of Examiners. This topic elicited considerable discussion, after which Mr. Anderson of Toronto moved and Mr. Moore of Brantford seconded the following resolution: "That it is highly desirable that a Central Board of Examiners be appointed with power, after due examination, to grant certificates of equal extent and duration with those granted by the Chief Superintendent of Education to students who have attended the Provincial Normal School." This motion was negatived. The question of school inspection was then discussed but no resolution was formulated. Interested parties throughout the Province were making vigorous efforts to have the Legislative Grant apportioned to denominational schools on a basis similar to that of the common schools. The Association took very strong grounds against this movement as being dangerous to the best educational interests of the Province.

Third annual convention was opened in the Temperance Hall, Toronto, on the 4th of August, 1863, but as there was not a quorum present, the meeting was adjourned until the next day. It was the intention of the Executive Committee to hold these conventions at Toronto, Hamilton, Kingston and London, but owing to the apparent apathy of the teachers of Kingston, the Executive decided that in the future these meetings should be held in Toronto. Several papers were read and discussed, but

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no business having a provincial aspect was transacted. The attempt to hold these meetings in different centres throughout the Province proved a failure.

The fourth annual meeting was held in Toronto, on the 2nd, 3rd and 4th days of August, 1864. At this meeting the attendance was large, and all parts of the Province were represented. The most important business was the consideration of the fitness of the Irish National Series of text books for the requirements of the Canadian schools. After a lengthy and exhaustive discussion the following resolution was carried: "That the Council of Public Instruction would confer a public benefit by offering prizes for the most approved emendation of the Common School Series of Text Books."

The fifth session of this Association was held in the Temperance Hall, Toronto, on the 8th, 9th and 10th days of August, 1865. The following resolution was discussed and passed: "That in the interests of education, it is desirable that a more complete organization be established among the Teachers' Associations throughout the Province." A committee was appointed to carry this resolution into effect, which resulted in the formation of a number of local associations.

The first conversazione was held in the rooms of the Education Department, at which a representative of the Commissioners of Middle Class Education in England gave an address in which he criticized some features of the system of Upper Canada. Dr. Ryerson, in a somewhat breezy speech, corrected some misapprehensions under which the representative seemed to labour. Quite a spirited discussion then took place on the question of a Central Board of Examiners and the work of the Local Superintendents. A resolution was passed endorsing the appointment of a Central Board of Examiners. The Text Book question was again discussed, and a resolution was unanimously passed strongly urging the necessity of having a series of reading books introduced, better adapted to the requirements of our Canadian schools than are the Irish National series.

The sixth annual convention was held in August, 1866, in the Departmental Buildings, Toronto. There was a fairly large

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attendance and great interest was manifested in the discussions. A resolution was passed, and a committee appointed, consisting of Messrs. Anderson, McCabe and A. Buchanan, to consider the propriety of having this Association incorporated, and to devise the best means of accomplishing this object. The system of granting certificates by County Boards was severely criticized, and a resolution re-affirming the principle of appointing a Central Board of Examiners was affirmed by a large majority of the teachers present. The subject of Township Boards of Trustees was freely discussed and affirmed by resolution. The annual conversazione was held in the Departmental Buildings.

The seventh annual convention was held in August, 1867, in Toronto. During this meeting two important matters were discussed. (1) Should only one series of text books be used in our schools? This was decided in the affirmative. (2) In the distribution of the Legislative Grant to Grammar Schools, should girls be recognized as pupils? It appears that only the average attendance of boys was considered in the apportionment of this grant. This was considered to be an injustice, and a resolution affirming this position was submitted and carried.

A Grammar School Masters' Association was organized during this session, as a department of the Ontario Teachers' Association. This was rendered necessary by the growing importance of the Grammar Schools.

The eighth annual convention was held in Toronto in 1868, during the summer vacation. The questions of general interest discussed were: (1) Township Boards of Trustees; (2) Dealing with Vagrant Children; (3) Examination of Teachers; (4) Establishment of Local Teachers' Institutes; (5) Text Books. The action of the Council of Public Instruction regarding text books was severely commented upon.

In the Grammar School department, the apportionment of the Legislative Grant and the admission of girls on an equality with boys was again discussed. An exhaustive report on the relation of Upper Canada College to the Grammar Schools was read and discussed. No specific recommendations were made in either case.

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The ninth convention was held in Toronto in August, 1869. One of the principal topics considered was: "Whether children should be admitted into school at five or at six years of age?" No recommendation was made. The new Public Schools Act occupied the attention of the convention and was freely discussed, particularly in regard to the new office of County Inspectors, the length of the summer vacation and the course of study.

In the Grammar School section representation on the Council of Public Instruction was strongly advocated and a resolution supporting it was carried. A Minister of Education was suggested, but did not meet with approval. It was then proposed that a Council of Education be formed with the Chief Superintendent as president. This did not meet with favour. Dr. Young and Dr. Hodgins discussed the new High School Act with the Grammar School teachers, explaining the various changes proposed.

Nearly the entire time of the tenth convention was occupied in discussing in detail the Programme of Studies, as outlined by the Chief Superintendent of Education, but the views of those present differed so widely that no specific recommendations were made. As usual the meeting was held in Toronto during the summer vacation of 1870.

The eleventh convention was held in Toronto during the summer vacation of 1871. This was one of the most important meetings held under the auspices of this Association, for the new High and Public Schools Acts, and the regulations based upon them, had recently come into force. Dr. Young, of Toronto University, was president, and in his opening address discussed the merits of these Acts. He placed the qualifications of the Public School Inspectors, and the dignity and responsibility of their office, as the most important feature of our educational work, for the success of our public schools depended more largely upon their tact and discretion than upon any other part of our system. Next in importance was the uniform examination and classification of teachers, for upon them rested the responsibility of the proper education of the rising generation.

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From the public schools he passed to the high schools, and discussed the inspection and classification of the schools and the apportionment of the High School Fund. He advocated the division of the high schools into three classes, each class to be apportioned a share of the High School Fund according to educational results. This was known as "payment by results." He next adverted to the course of study, and spoke of the advisability of adding more subjects to the curriculum. Incidentally he referred to the value of the classics as a branch of study and spoke of making these subjects optional. He then enlarged upon the Collegiate Institutes as superior classical schools.

The following changes were made in the organization of this Association: That this Association shall have three different sections: (1) High School Teachers; (2) Inspectors; (3) Public School Teachers. That all general subjects be discussed and decided by the general Association, while special subjects shall be taken up and disposed of by the various sections to which they belong. That there shall be three committees, one for each section. The High School Committee shall be composed of 4 High School Teachers and 1 Public School Inspector or 1 Public School Teacher; the Inspector's Committee, 4 Public School Inspectors and 1 High School Teacher or 1 Public School Teacher; the Public School Teachers' Committee, 4 Public School Teachers, 1 High School Teacher or 1 Public School Inspector.

Here I shall pause in the detailed history of this institution to remark that at subsequent meetings nearly every subject affecting the welfare of our school system has been discussed, until at the present time there are departments and sections of departments that embrace every available feature of our educational work. It is very gratifying to glance at the past and see what has been accomplished by this Association, for its record is one that any society may justly feel proud of.

The foundation principles which underlie our present system and which may be summarized as follows: A comprehensive system of inspection; a uniform system for the examination and classification of teachers; a central Board of Examiners; adequate

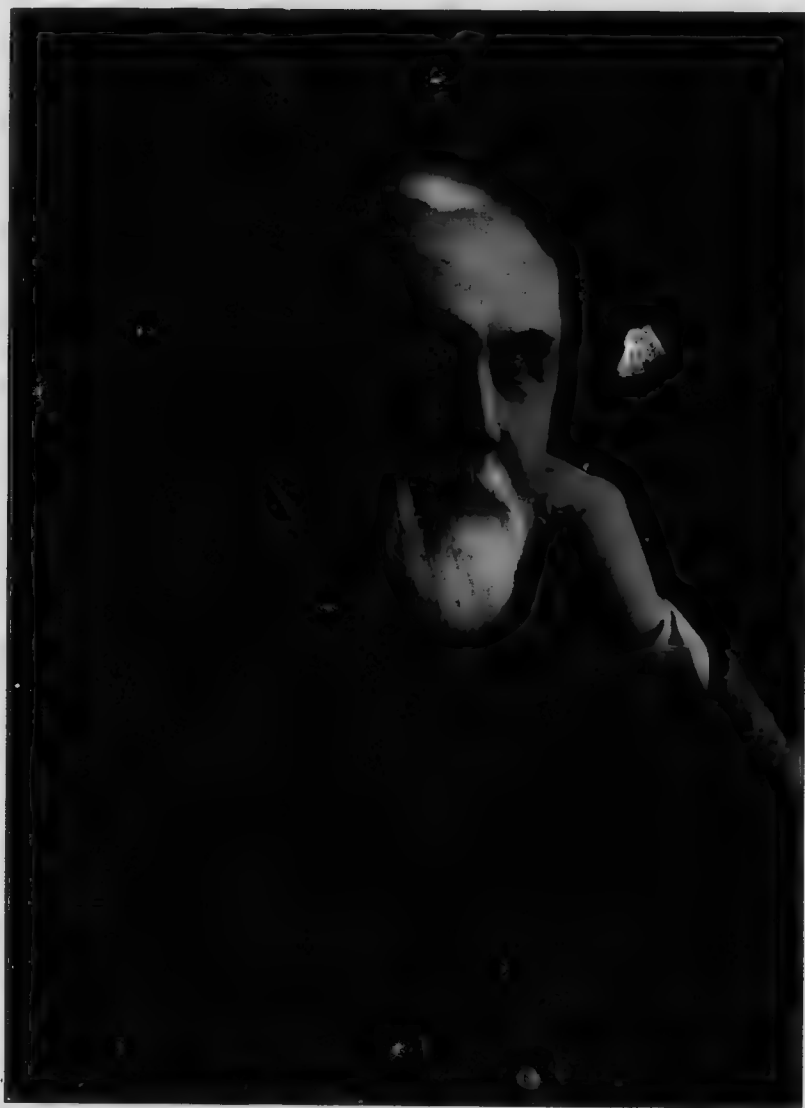
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accommodation and equipment; a uniform series of text books adapted to the work of our schools—owe their adoption to the persistent discussion of these subjects at our annual conventions. Nor will the future be barren of results, for new problems will arise and demand discussion at the hands of the profession before they can be crystallized into law and be placed on the statute books of this Province.

MR. H. F. LAZIER, K.C., LL.B., spoke as follows :

Mr. President, Ladies and Gentlemen :

In the number of speeches given at this Jubilee banquet of the great Ontario Educational Association, I was beginning to fear that an important department, that of the Trustees, might be overlooked. This is at the foundation of our whole Educational System, which puts the control thereof in the hands of men specially elected or appointed to look after and carry on all its operations. We all know that without the Trustees there would be no adequate machinery for providing the funds necessary for the proper working of the public schools, the high schools, and the Collegiate Institutes of the Province, etc., of Ontario. Our present system of educating the youth of our country seems to be ideal, and we of Ontario are much indebted to the founders thereof. I had the honour to be the President of the Ontario School Trustees' Association in 1892-3, when the matter of the affiliation of our department with this Association was taken up and acted upon, and thereupon the Trustees' Association became a part of the Ontario Educational Association. To me was given the further honour of having been the *first trustee* to be elected in 1894 to the office of President of this Ontario Educational Association. Since that time the Association has grown greatly in power and influence, and the membership has been largely increased, as is clearly shown by the size of the present gathering. I may claim some right to respond to this toast on behalf of the Trustees, as previous to the year 1911 I was privileged to have been elected as a Public School Trustee on the Board of Education in the city of Hamilton for more than twenty-five years consecutively, after which I retired from the Board. During that time many



JOHN SEATH, M.A., LL.D.
*Superintendent of Education, Province of Ontario.
President O. E. A., 1902.*



ALEXANDER STEELE, B.A. (1893)
Principal, High School, Orangeville.

DONALD C. McHENRY, M.A. (1889)
Principal Collegiate Institute, Cobourg.

WILLIAM MACKINTOSH (1890-91)
Inspector of Public Schools, North
Hastings.

SAMUEL B. SINCLAIR, M.A., Ph.D. (1892)
Head of the School for Teachers,
Macdonald College, Quebec.

**STEPHEN F. LAHER, B.A., LL.B., K.C.
(1894)**
Trustee, Board of Education, Hamilton.

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improvements have been made in our school buildings and equipment, as well as in the efficiency and training of the teaching staff. New subjects have also been introduced into the curriculum, such as Kindergarten Work, Domestic Science, Manual Training, etc. We of the city of Hamilton think we can justly claim that the subject of Domestic Science was first introduced and taught in the schools in our city, and principally through the devoted labours of the late Mrs. Adelaide Hoodless, who may be said to have given her life to the cause of education. In Hamilton, too, we believe that we have been the first to build and equip a purely Technical School, with a competent staff of teachers for the teaching of many of the trades in use at the present time. We also still have some hope that the Ontario Government will build and establish a Technical College in Hamilton for the training of teachers in the Technical Schools of the Province, many of them having this to have been promised, and Hamilton being a manufacturing city. This evening we have here as Lieutenant Governor of the Province of Ontario, the Hon. Mr. Gibson, K.C., M.A., a former citizen of Hamilton, who also was for some years an honoured school trustee in this city. We have only loaned him for a short time to the city of Toronto. Before concluding I would like to mention the matter of salaries paid to the teachers in this Province. I think they are far too low, especially in the country places. When you consider the time and money and brains it takes to make good teachers, they ought surely to be better paid than the most ordinary clerks and employees of all kinds, without the training and expense the teachers have to undergo, are being paid, and consequently have a more comfortable living. We should remember that very much depends on those who are teaching the youth of our country, who will become the men and women of the future. Money cannot repay those teachers who have devoted their lives conscientiously and successfully to the training of the children of our land. If those teachers present to-night, and the teachers in the Province, and their successors do their work thoroughly and well, Canada of ours shall indeed become "Our children's home, Religion's home and Glory's bride."

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PROFESSOR ALFRED BAKER spoke as follows:

Mr. Chairman, Ladies and Gentlemen :

I was informed by Principal Doan, the genial secretary of the Ontario Educational Association, whose efficient if unobtrusive services have contributed not a little to the success of these meetings, that the speeches at this banquet were expected to be reminiscent.

It must, sir, be remembered that the art or science of educating is very ancient. Theories that we talk about to-day were discussed by Plato more than two thousand years ago; and, I doubt not, long before his time, in the academies of Babylon and Nineveh these same educational theories were thrashed out by those didactically or philosophically inclined. We need scarcely expect then that in the comparatively brief period of fifty years anything very new has been evolved in Ontario in the general theory or general science of education.

There are, however, certain elements in, or characteristics of, education that make stagnation impossible. Advancing or triumphant democracy makes its extension to all classes necessary. It is no longer the privilege of the privileged class, but the necessity of the necessitous class. Then, again, advancing science, extending art, especially in their utilitarian applications, bring fresh subjects before the public. These must be taught. How to make work most effective is the enquiry. Then there is that material side of the subject which the man in the street comprehends and is apt to exaggerate—the housing of scholars with the endless matters entailed in it.

Even so, in our jubilations, in our eagerness to point out how much we have advanced, in our exclamation "Watch us grow!" we must be careful not to slur the past. My mind is running on primary and secondary education.

My own knowledge of Ontario schools is practically co-extensive with this Jubilee period. I left the public school at the age of twelve. I had covered everything there was in arithmetic, that is, the arithmetics of the day; algebra, to the

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end of quadratic equations; the first three books of Euclid; a good deal more mensuration than is taken up in the high schools to-day, including surveyors' field books.

My history, grammar and geography had not been neglected. I recall a geography of the British Empire by Dr. John George Hodgins which we used, which gave a knowledge of those parts of the globe which surely are most important to us.

There was in the school a fairly well selected library, and in it, as well as in my home, I had done a good deal of general reading.

I had caught the spirit of a certain kind of poetry, and the rhetoric of such verses as Hervey's "Coral Insect" and Sigourney's "Convict Ship" linger lovingly in my memory still.

The master was a good disciplinarian and a man of judgment. When he found a scholar who did not need explanations, who could make things out for himself, he had the wisdom to let him alone. It is a pleasure, after all these years of fading memories, to recall the name and fame of John Thompson, who made John Street School the Model School of the city, who afterwards became one of the pioneers of British Columbia, and whose grave is kept green by the quiet morning shadows of the Rockies. The westering Pacific sun, as it flings its evening light on the marble that marks his last resting place, seems to give to the Latin word "Resurgam" inscribed thereon a meaning, a significance even inspiration itself cannot add to. Let us keep green the memories of those who first taught us "in learning's maze to wander" without losing ourselves.

The rooms were large and airy, the walls were hung with up-to-date maps, one showing the vast coal-fields in what is now Alberta; all round the room a row of so-called object lessons. Two chairs, with a common desk, accommodated two boys. My companion was the present Principal of the Barrie Collegiate Institute. We have remained friends since those early days. The day before the closing exercises the boys carefully erased all ink stains from the oak desks with oxalic acid; and parents and friends showed their great interest in education by attending in numbers the closing exercises.

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Such, then, is a picture of a Toronto public school and school boy of about forty-five years ago. I think it's a not unusual one. Do you think the present school boy is more favourably placed? I think not.

Most of the boys showed the effect of their training by becoming what our educational system is designed to make them—worthy citizens. I did hear that one of them had been lynched in Texas; I scarcely thought less of him for it. The ethical standards in Texas are such that I conjecture they sometimes lynch very estimable people. This was a Scotch boy, and very possibly he was lynched because he was Scotch.

When I recall the education of those former days, and note what is done in our schools to-day, I cannot say I am convinced we have advanced so very much. In some respects we have not advanced at all. There are two very constant elements with which we have to deal—the intellectual power of the average scholar, and the intellectual power of the average teacher. We have constants in physics, in geometry, in chemistry; why not recognize these as educational constants? Their clear recognition would prevent many mistakes.

What advance has been made has been rather in the material surroundings of the scholar. We like to glorify ourselves in splendid buildings and in expensive apparatus and other equipment, especially as national wealth increases. Such things stand for increased physical comfort and increased opportunity, but their presence is not followed necessarily by increased intellectual activity.

Then there is the error of supposing that educational excellence is secured by rules and regulations and orders and decrees and edicts—by bureaucracy in fact. The ever-changing regulations in education remind one of nothing so much as of the ever-drifting sands of the desert, and they are about as fruitful. Is it not true that our educational parliament worries the Education Department into a great deal of useless change?

The one important, the all-important element in our system is the teacher, the well-informed, accomplished, zealous, inspiring teacher, overflowing with information and eager to impart it,

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with the imagination and emotion that enable him to make it all vivid and attractive. When you get such an one the buildings, the regulations, the Normal Schools with their how-to-teach systems fade away into relative unimportance. When you get such an one let me say to any Trustees or representatives of the public that may be present—pay him, pay him, pay him, and let him have a pension to look forward to. You can hardly pay him too much, and the chances are he will be paid not half enough.

MR. F. S. SPENCE spoke as follows:

Your Honour, Mr. Chairman, Ladies and Gentlemen :

At this late hour and after you have had such a surfeit of addresses, it would not be wise for me to trespass very long on your time. Your esteemed secretary has been persistently reminding me during the last week or two that I must be here to-night. I am very glad to be back among the Toronto teachers with whom I have had such enjoyable relations. Mr. Doan said I was to be reminiscent, and I do not like that at all. It seemed to have about it an idea of putting me among the antiquities, belonging to the ages gone by, and I do not want to be placed there; I do not want to be counted in among the old fogies just yet.

It is, I think, more than forty years since I got tired of swinging an axe, and made up my mind that I would hunt for a job where I would have more chance, and I thought school teaching was the right thing to undertake. Nowadays when a man goes after school-teaching he starts out to get an education. I did not. I started off to get a certificate. Those were the days of County Boards and Local Superintendents. Up in our bush there was a very good Presbyterian clergyman who acted the part of Local Superintendent, and so I went into his presence to undergo my first examination, for he had the power to do all the examining all by himself. I went in fear and trembling—not on account of my own ignorance, I knew that I knew enough to teach that little bunch of bushwhackers in there, but the trouble was I was afraid the Local Superintendent did not know it, and so I went in there to try to give him this information.

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A boy was asked to write in his examination paper an answer to the question: Define a figure of speech and give an illustration. He wrote: "A figure of speech is when a man says what he does not mean and yet means what he says. Example: He blows his own horn. It does not mean that he has a horn, but it does mean that he blows it." I knew it was up to me to impress that Local Superintendent with the idea that I was somebody. I had heard that his fad was English History, and I had worked that up well. I knew the date of the Norman Conquest and Magna Charta, and two or three other things, and I made up my mind I was not going to get caught on detail. You want to keep clear of detail in examinations. We sat down in his study and we browsed around among some of those fields of knowledge. We finally reached the mathematical arena. The old man said, "Well, Mr. Spence, how far have you gone in arithmetic?" I told him. "O well," he says, "I am sure that is all right; we will take your word for that; we won't have any examination in regard to that subject." So I got my third-class certificate, and I got my school, and I got a salary of \$16.00 a month for the six summer months of the year.

Teachers in those days went into the profession not solely for the love of it, but also for financial reasons. They honestly did their work, the work they were paid for, and tried to make it tell for good. I do not think there is any great necessity for any change in the motives of educators, nor any need to be. The public school of to-day has to be more comprehensive than were the schools of forty years ago. About the middle of the last century the population of this country was about 10 or 12 per cent. in cities and large towns. To-day the population of this country is more than 30 per cent. in the cities and large towns and that change is going on. The movement of population to the cities and towns is increasing, and our educational methods will have to meet that change of location and corresponding changes of condition. Half a century ago the average school boy tramped to school, perhaps a mile or a mile and a half away, and after school was over he helped in farm work or doing chores, and in that way he acquired a physical development and a practical knowledge of the things he was going to meet in the

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future. It was the same way with the girl. Then, you know, in those days home life was more intensive; there was more direct parental supervision of the development of character and over the working out of moral purpose, than there is at the present time.

In those days the teacher's work was mainly information giving and intellectual development; to-day the teacher's work is a far wider one. He has to deal with matters that were neglected in the days gone by or perhaps that did not demand attention then as much as they do now. Then the teacher aimed at making scholars; to-day he has to aim at making all-round men and women. Your profession, ladies and gentlemen, hereafter will have a closer and more vital relation to all the details of actual practical life.

I might also say that from the standpoint of the student our educational system has changed and is changing wonderfully. It used to give him information and mental development. Now with altered conditions it must furnish him, in urban centres, moral protection, handicraft training, physical opportunity, and school ought to become for him a desired field of opportunity for exercise for all his faculties, and the trusted adviser of his ambitions.

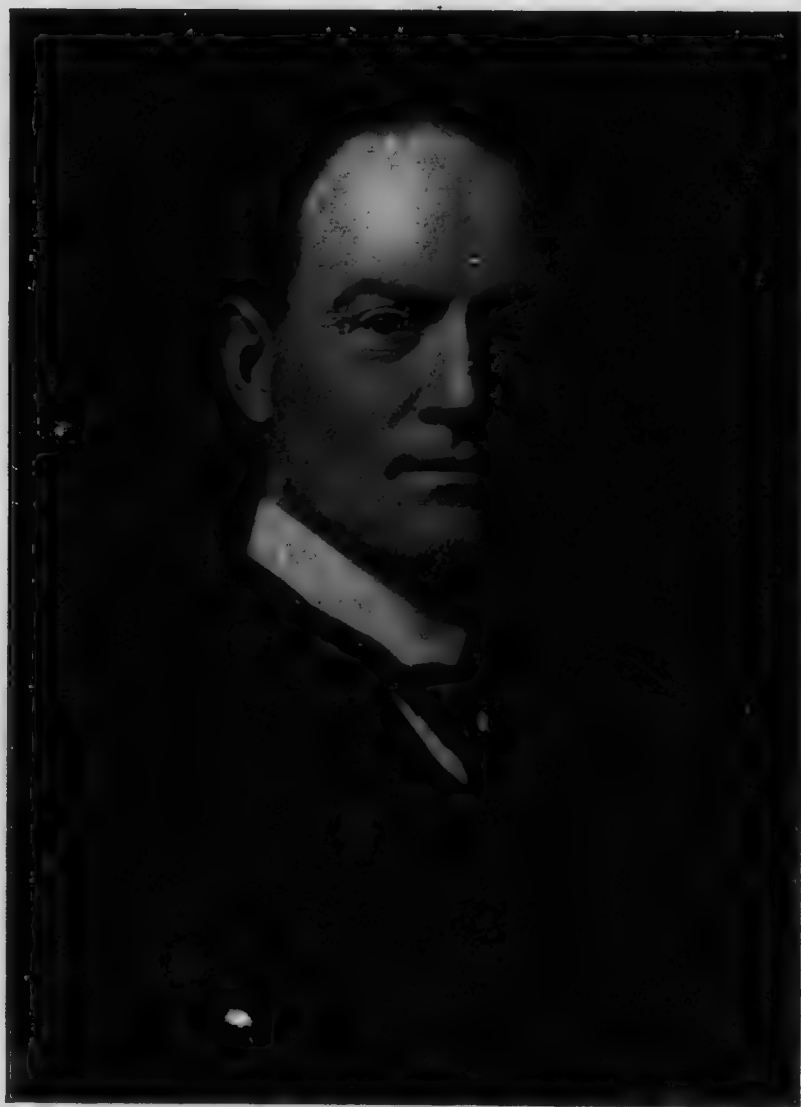
Teachers do not have the remuneration they ought to have, although they must be men and women competent to meet the conditions of the 20th century. All the money that was expended for salaries of public and high schools in the Province of Ontario last year was only equal to what the people in Toronto paid for car fares. All the salaries do not amount to more than one-sixth of the money paid in the Province for intoxicating liquor. There are dozens of teachers doing magnificent work to-day at lower salaries than are earned in wages by foreigners who dig our drains. And a change must come so that our teachers will be more highly valued and will be better paid. Now, sir, in the days that have gone by, this Association has done a good deal to make the position of the teachers better; has done a great deal to make the work of the teachers better. I wish you a hearty God-speed in the continuance of your efforts for the promotion of the educational interests of the Province of Ontario.

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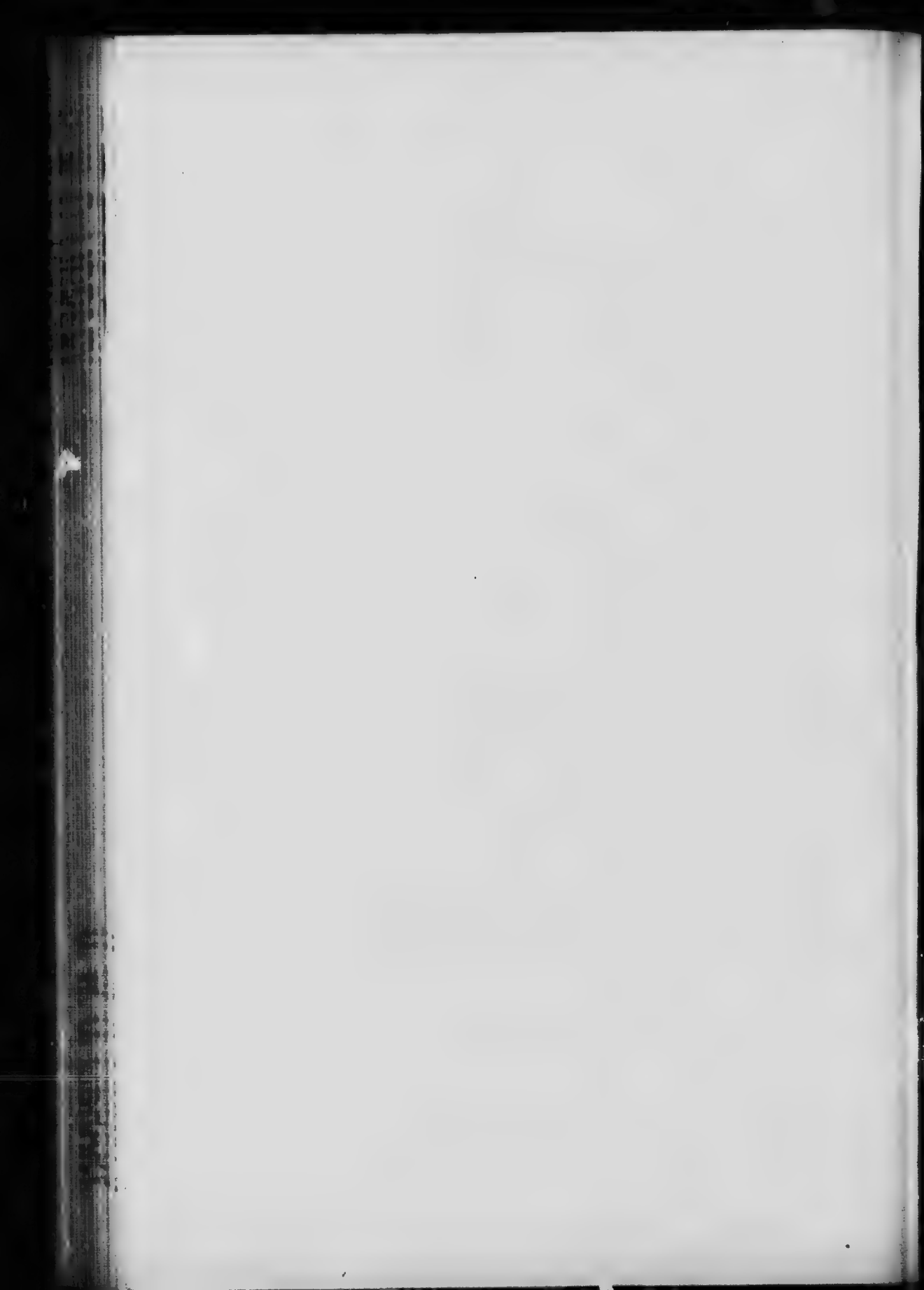
PRINCIPAL WILLIAM SCOTT spoke as follows:

Mr. President, Your Honour, Ladies and Gentlemen, Fellow Teachers:

Mr. Spence told you of passing one examination. If he had been brought up in the part of the country where I began my career as a teacher, he would have had to pass a second examination; an examination that was not an official one but at the same time had a great bearing upon success in the school section. I refer to the examination where the examiner was a person who had come from the Old Country—usually from one of the schools of Ireland—and who had a hard nut or two to crack and he gave it to the young teacher, and if he could solve the problem, all was well; if he could not, there was soon another teacher there. I would just like to speak for a moment about an examination that I think I passed with greater success than any other that ever I tried. It happened in this wise, sir. After I had been teaching perhaps a month or six weeks in my school, I was visited by one of the Trustees who showed me a little piece of paper, and he said: "You will go over to the Township Treasurer and get some money that is coming to you as teacher of this section," and so I enquired where the Township Treasurer lived and wended my way there, about $4\frac{1}{2}$ miles or so, the next Saturday, and being shown into the sitting room of the Township Treasurer I took a seat, and when he came in I showed him my piece of paper. "You are the teacher at No. 6?" "Yes," I said. "I have heard tell of you." "Yes." "I have heard that you have a first-class certificate." "Yes." I do not know why I ever got a first-class certificate, sir, but the clergyman who examined me had been lenient to me as he was lenient to others. "And you have studied algebra?" "Yes." "Now, what is a diophantine problem?" I had never heard of a diophantine problem—I was emphatically balled out. I flushed and stammered, "I never heard of the problem. What is it, sir?" He answered, "Let me see. Mr. Scott, the amount of your order is so and so; just put your name down." So he pulled out a drawer and handed me over the money, and that was the answer I got from his examination—What is a diophantine



ROBERT ALEXANDER FALCONER, M.A., LL.D., D.LITT., C.M.G.
President, University of Toronto.





ALFRED HASTER, M.A. (1895)
Professor of Mathematics, University of
Toronto.

ALEXANDER A. JORDAN, B.A. (1897)
Principal, Model School, Kingston.

JOHN MUNRO (1897)
Principal, Kent St. School, Ottawa.

JOHN DEARNER, M.A. (1896)
Science Master, Normal School, London.

THOMAS KIRKLAND, M.A. (1898)
Principal, Normal School, Toronto.

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problem? The experience stood me in excellent stead, because oftentimes when a person asks questions which are rather difficult to answer and get over, if you turn on the examiner and become the examiner yourself, you will get them into trouble. Now, sir, with this little reminiscence I would just like to say that I have lived to see several great changes in our school work. First, and not least, is the change of subjects. When I began teaching, there were no frills and fads, there was simply the three R's, perhaps a little geography and a little history were thrown in by way of a little interest. I soon learned that it was somewhat dangerous to the would-be instructor to introduce any change. For instance, I found that my pupils did not know the ordinary things of life about them. Eyes had they but they saw not; ears had they but they heard not.

Although I had never heard of nature study, never heard of object teaching, I knew it was a detriment to their lives not to know the ordinary things about them, and so I instituted a little exercise which got me into trouble. I used to announce a week in advance some subject to be studied during the coming week; studied from nature's own book. I remember that I had almost to give it up because one question that I wanted them to study got me into trouble. It was the difference in the way in which ruminating animals, like sheep and cows, and other kinds of animals rose. Cows were prodded and horses made to rise, and the farmers generally complained, What is the use of this anyway? I left that school in the year 1867, and I had my reward thirty years afterwards when in the year 1897 I went back to see some of the older friends—the boys and girls I had taught had become, of course, the parents. They never mentioned to me the arithmetic I had taught, as I thought, so well, nor the spelling, but several reminded me of the fact that I had made their lives happier and better.

Then there is a change in method during the time that I have been before the public as a school teacher. When I began there was no difference in text books. They were all on the one kind of plan, the deductive plan; they began with definitions—good, bad and indifferent. The teachers followed the text books.

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Perhaps one of the greatest changes I notice is the change in discipline. Evidence of the better school management is seen in the way in which the present generation conducts itself as compared with a generation or two ago. We are much more humane. I trace it to the humanity that emanates from the teacher and the school room through the pupils. Another point that I should like to mention to you, is a change of ideals. But, sir, I have taken up too much of your time already. I will simply conclude by wishing this Association all the success that such a magnificent meeting as this to-night deserves. I feel quite sure we are growing in numbers, growing in excellence of work, and growing in determination to do better.

DR. L. E. EMBREE spoke as follows:

Your Honour, Mr. President, Ladies and Gentlemen:

The secretary's invitation to this banquet contained a hint that speeches be short, and a suggestion that they be reminiscent. These two requirements are inconsistent with each other, for how is it possible for anyone to be reminiscent without also being garrulous? To be reminded that I have reached the reminiscent stage at a semi-centennial anniversary, comes with the same kind of shock that you experience when a lady of middle age rises to offer you her seat in a street-car. I find, however, that the fiftieth anniversary of this Association coincides with the date of my elevation to the rank of dean among the High School Principals of the Province.

I can readily call up a mental picture of the interior of the school where I began to teach, where from seventy to eighty boys and girls were crowded into one room furnished with roughly-made double desks, and barely enough of these to accommodate two-thirds of the pupils, while the remainder sat on benches which ran around the room, and dangled their feet three or four inches from the floor. Many and strange were the devices employed to entice these pupils along the flowery paths of knowledge, and I now wonder how it was possible for them to learn anything beyond a knowledge of the limits of my patience. Yet I have never received from any other quarter

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such sincere expressions of appreciation as my five years' experience in that school has brought me from its pupils. One impression remains vividly with me, and that is the one made by groups of boys and girls gathered around the big box stove, after wading through the deep snow, and steaming their clothes into a soppy condition, in which they sat throughout the day, unless, perchance, the heat of their bodies was sufficient to dry them. The wonder is that they ever lived to become men and women. My experience in that school has long since convinced me that the little red school-house has had its day, and should give place to the larger and better equipped consolidated school, with ample grounds, and with teachers qualified to give instruction in the special subjects necessary for the completer education of the future farmers and farmers' wives, whose health would no longer be imperilled by their journeyings to and from school.

If changes in curricula and regulations are evidences of progress, there has been no stagnation in the high schools. You may recall the era of payment by results, which was supposed to denote the high-water mark of educational efficiency, when the passing of examinations had a financial value for School Boards. I fear that in some quarters there has been slow recovery from the effects of that spasm. There have lately been hints of the administration of an antidote not named in any treatise on pharmacology, but which I shall take the liberty to label "punishment by results." These departmental capsules take the form of a threat to penalize a school if any of its pupils, after intermitting the study of a subject for more than three years, fail to reach some unknown standard at an examination in the subject. The object aimed at is commendable, and will no doubt be attained by some more reasonable method, for to-day's fear of punishment is a more objectionable device than the hope of reward of thirty years ago.

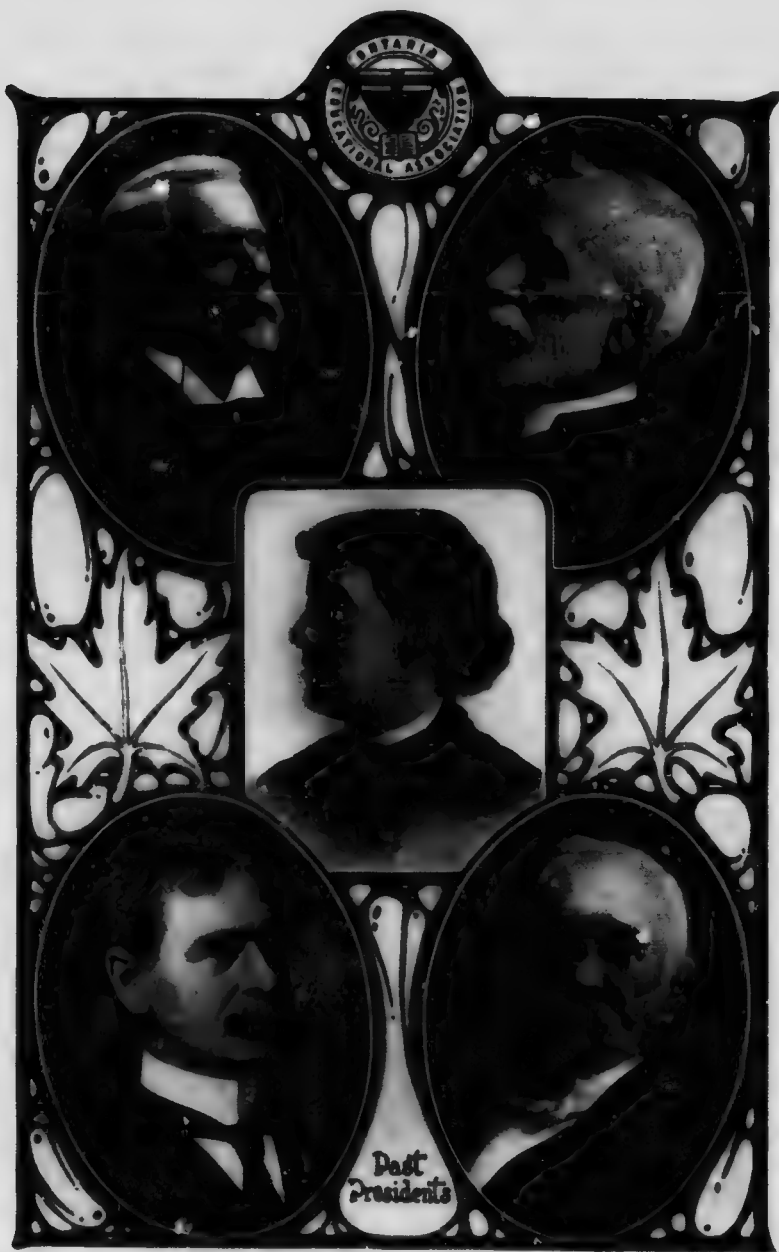
The epoch of specialists and excessive specialism is still with us, and has been giving us too many teachers whose knowledge and vision are limited to the subjects in which they are specialists. This is accepted as a normal condition when objection is taken, for example, to a specialist in mathematics teaching a junior

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class in English composition. Such a condition is not good either for teachers or for scholars, and I hope it will soon be made impossible for any teacher to rank as a specialist whose major department is not supplemented by a course in a minor department, the subjects of which he will be qualified to teach throughout the lower school at least.

In our educational ideals we ever will the highest, which we ever fail to reach in actual practice. We maintain the theory that the chief end to be kept in view in the study of this or that subject is not the meagre amount of knowledge to be acquired, but the greater mental grasp and increased power that the student gains in the process. In the study of elementary science, for example, I presume it will be conceded that to cultivate habits of observation and to inspire an enthusiastic interest in the further study of the subject are the main objects to be aimed at. Yet to satisfy the demands of an examination or an inspection, the student must spend time and energy in laboriously transcribing notes, which in most cases he will never use again, with the result that enthusiasm gives way to a feeling of aversion for the subject on the part of the student, and of condemnation of our methods on the part of parents.

Failure to harmonize theory and practice is also shown in the requirements for University matriculation. Subjects that were on the obligatory list fifty years ago are still demanded from all, including those for whom they can never be of educational value; for the study of any subject can be a factor in educational development only when the student's interest is aroused, and he is made to feel that he is winning victories. To our failure to give proper recognition to this principle in education, as well as to our failure to recognize in practice that the high school has other functions besides that of being a preparatory school for the University, is due the present enthusiasm for technical education. There is no doubt that what the University demands of the high school represents in large measure the very subjects that boys and girls should study at the high school stage, but these requirements are so specific and exacting that there has been no place on the high school curriculum for the teaching of subjects that open up a wider field of opportunity to those whose educa-



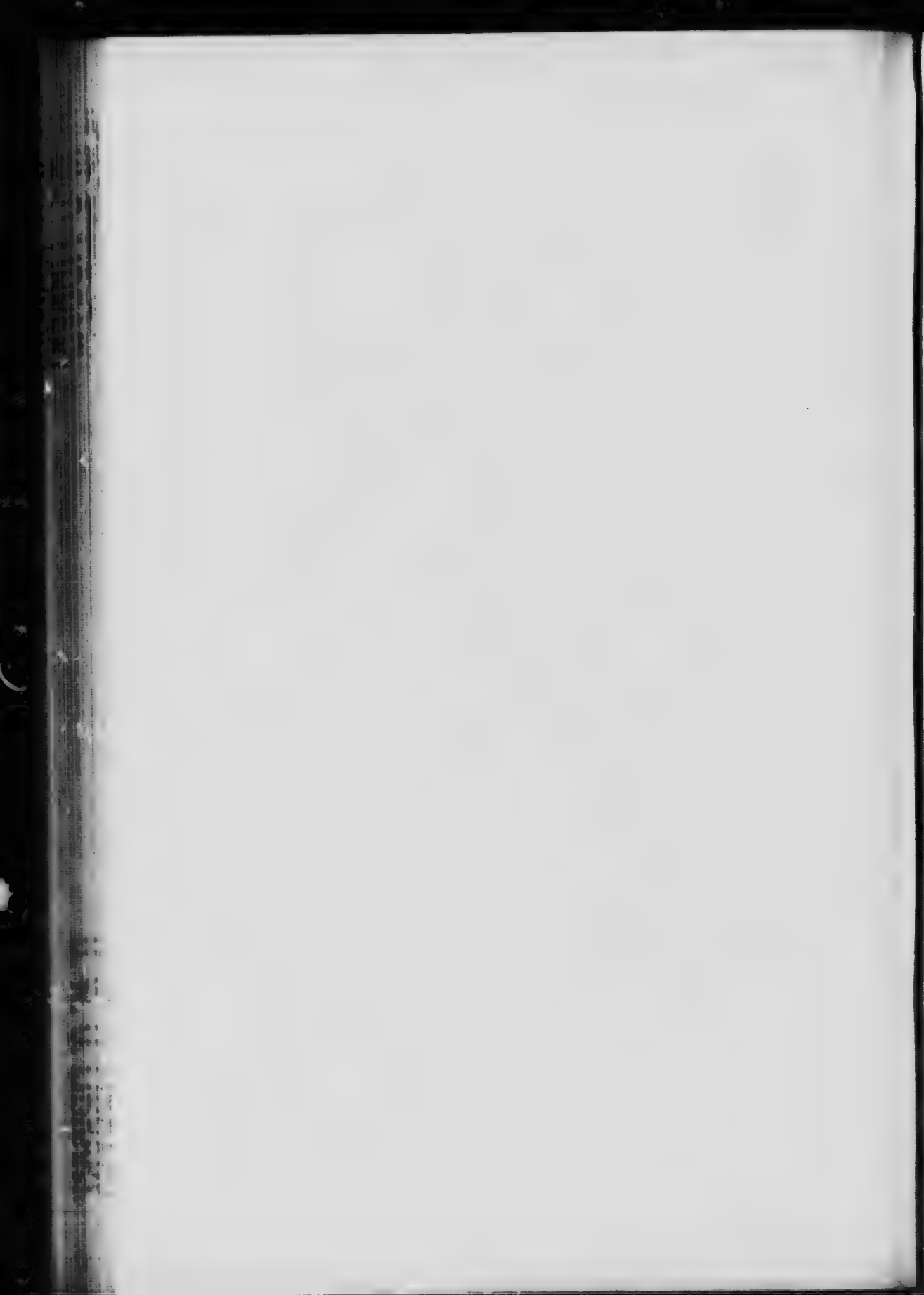
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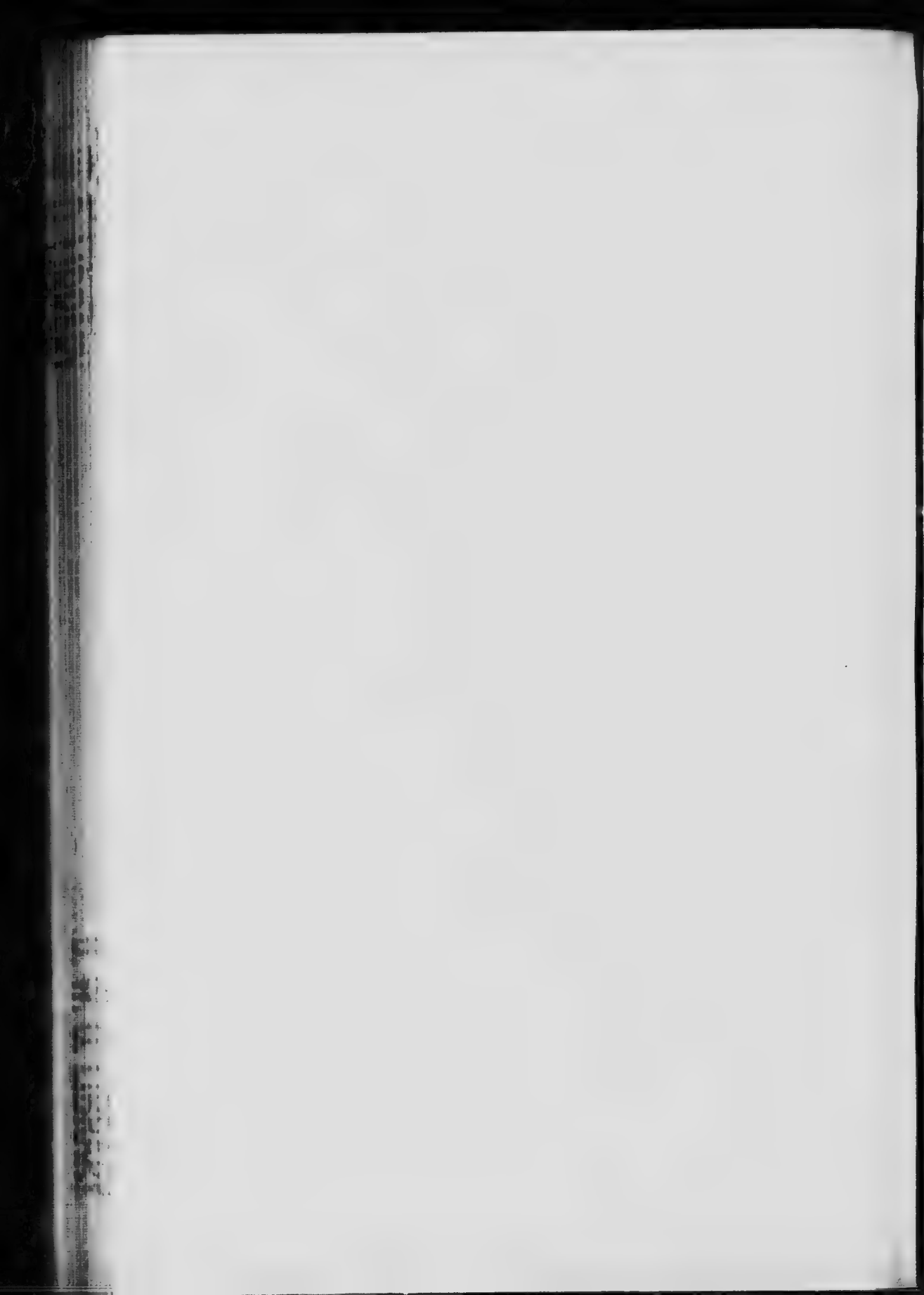
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tional preparation for life must end with the high school. Hence the movement for the establishment of Technical Schools, with independent curricula separate in spirit from, if not positively hostile to, what I may call the University atmosphere. What should be our attitude—I speak to high school teachers especially—towards this new movement in education? Let us be careful not to repeat the mistake made in a certain United States city, where the high schools failed to put themselves in line with the movement for technical education, with the result that, to the detriment of both kinds of schools, there is no sympathetic co-operation between them, the high schools coming to be regarded as class schools, and the technical schools being confined chiefly to shop work.

I fear there is danger of many people being carried off their feet in regarding technical education as the only education worth while. I read recently the annual report of the Superintendent of Schools in one of the largest cities of the United States, and he evidently overlooked the fact that his city has long been distinguished for the number and excellence of its high schools; for his report was entirely devoted to a discussion of the technical education of the city. Some months ago one of our city newspapers referred to technical education as "the education of the future," with a capitalized "THE." This is true for many whose aptitudes have been overlooked in the education of the past; but it is equally true that in the future, as in the past, there will be found many whose education can best be accomplished by means of the subjects that have stood the test of centuries, even by means of Latin, in spite of its modern barbarous German pronunciation, and by means of the Greek language, now too much neglected.

I shall abuse your patience further only while I relate an incident and tell of a condition, both of which may be instructive. A few days ago I was in the company of two business men who happened to represent both political parties, when the conversation turned on Bilingual Schools. One of them made the statement that if there were no other way to get rid of this incubus, he would be prepared to accept annexation, and the other acquiesced. Is this an isolated case? Or did those men give

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expression to what many others are thinking? May there not be a stronger impelling force towards annexation than reciprocity is ever likely to be? I leave you to answer these questions. Now for the condition. A few minutes' walk from this hall would bring us into a polyglot neighbourhood, peopled by immigrants from eastern and southern Europe. The children we see on the streets—and there are many of them—are being educated in the day classes of the public schools, where they hear and use the English language only. Quite a large proportion of these boys and girls become pupils of the high school of which I am principal. In reading, they are quite equal to the average pupil of the school, and in spelling—and I bring this fact to the notice of spelling reformers—they are above the average. Yet the mother tongue of these boys and girls is Yiddish, with a sprinkling of Russian, German, Hungarian, etc. Is there a disturbing element—an unnecessary disturbing element—in our educational outlook? Again I leave you to draw your own inferences, while I claim permission to resume my reminiscences at the Centennial Anniversary of the Association.

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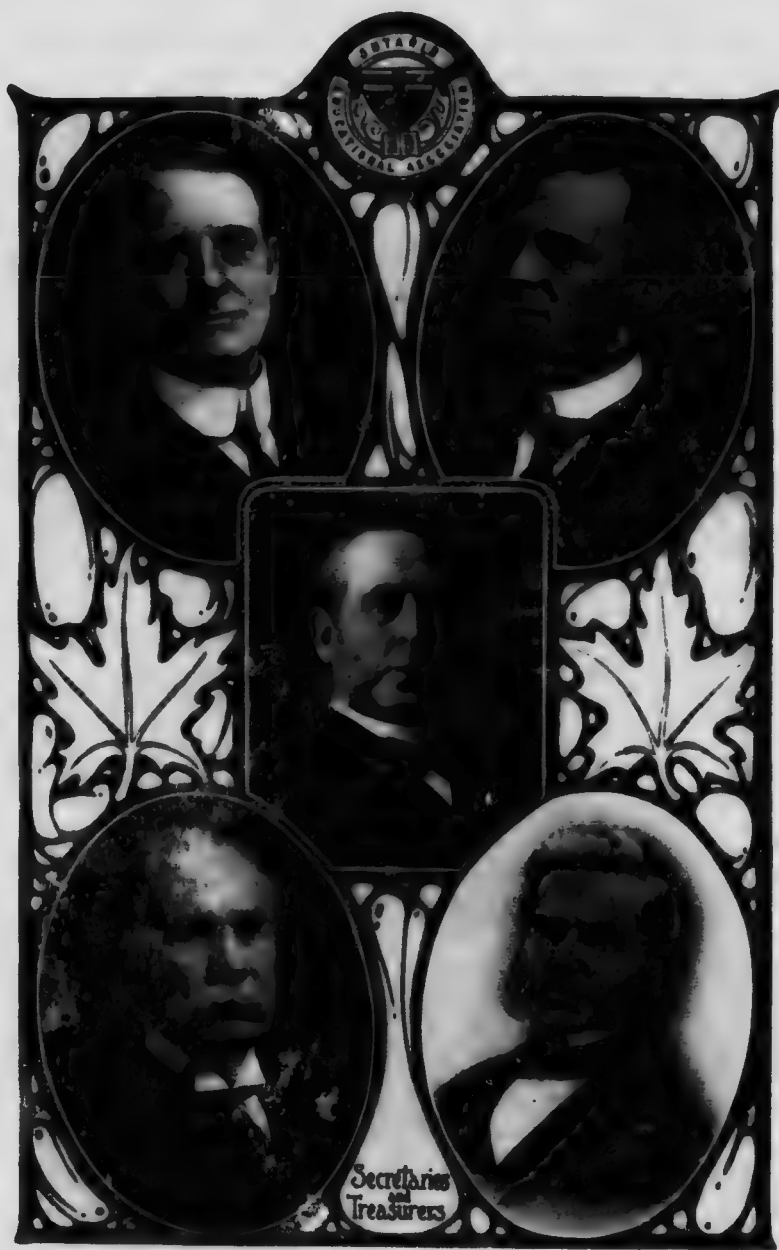
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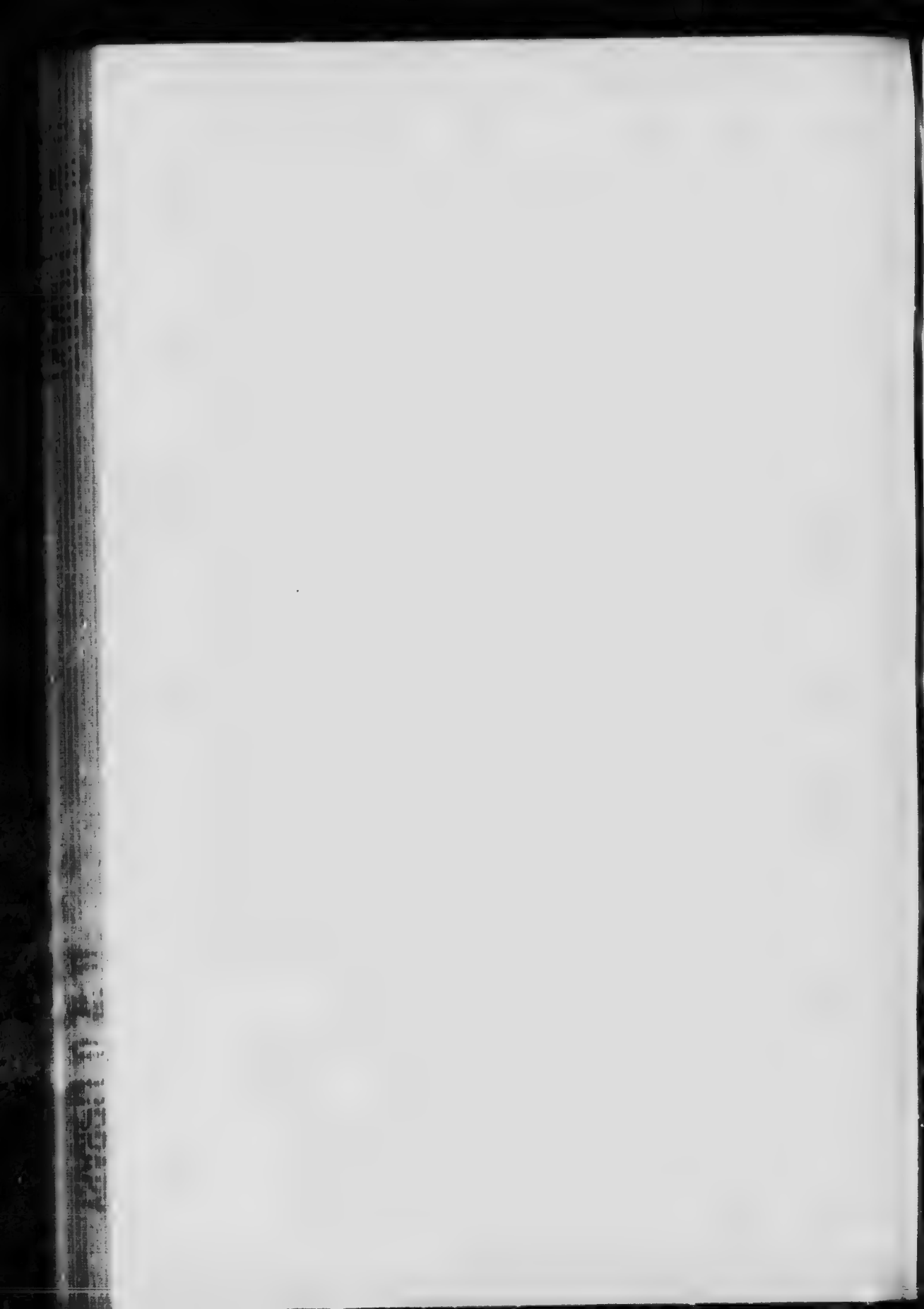
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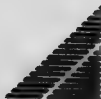
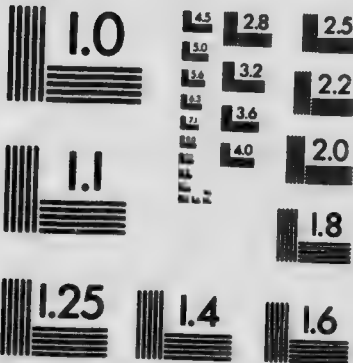
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